The Education Quarterly

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THE EDUCATION QUARTERLY

- This Journal is published every quarter, in March, June, September and December of each year.

- It seeks to state educational problems; to formulate educational questions of topical interest; to provide well-documented information on educational activities in India and abroad. It ventilates informed opinion on topical educational subjects. The material presented in the Journal is objective. The views expressed by individual contributors are their own and do not necessarily reflect the views of the Government of India.

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In This Issue

It's year now—for it was September 5, 1962, that the Nation rose for a noble cause. Teachers' Day was celebrated; campaign for the collection of funds for the National Foundation for Teachers' Welfare was launched. Modest as the efforts may appear, these have been able to create the social consciousness that a teacher occupies a pivotal position in the community and we do owe a certain debt to him. Lest our vision of these glaring truths grows dim we celebrate the Teachers' Day again this year and indeed hereafter. And in these celebrations *The Education Quarterly* joins the Nation; pays its tributes to the noble profession and by way of its modest contribution dedicates the present issue to the teachers 'unwept, unhonoured and unsung'.

Respect for the teacher in the past and the measures adopted in the present to restore to him his due; a peep into the lives of some eminent teachers; recipes prescribed for fostering better pupil-teacher relations and the methods adopted by the teacher down the ages—all go to give content to this issue. These aspects touch but a fringe of the colossal problem that the teacher symbolises.

Love and esteem for our teachers are perhaps ingrained in our traditions. To Shrimati Ramachandran, Deputy Education Minister; a teacher in the past was literally the 'brains trust of the Nation'. In the opening article, *'Our Duty to the Guru'*, she rightly points out as to how our traditional respect for our teachers has become manifest in the election of the two eminent teachers to the august positions of Rashtrapati and Up-Rashtrapati. Shri Kirpal, Education Secretary to the Union Government in the article following, visualises a teacher as the very rock-bottom of any educational reconstruction. Analysing the various measures adopted both at the Centre and in the States towards ameliorating the conditions of teachers and raising their status, he feels that there is still a long way to go in this direction.

'Silhoucttes in Indian Education' is a feature in line with the main theme. Contributors have given us the profiles of eminent educationists and teachers like Zakir Husain, V. S. Krishna, A. N. Khosla, A. Jha, and T. M. Advani. Through the intimate accounts of these personalities with a sprinking of personal touches, we are able to have glimpses into the subtle qualities of their head and heart.

Closely following then is the symposium *'My Pupils and I'*. Select contributions from teacher-recipients of the National Award prove beyond doubt, the immense potentialities of the pious relationship between a teacher and the taught. In keeping with the highest ideals of democracy, should not the teacher endeavour to respect the dignity of a child as a free individual and abjure the use of force ? Education is often spoken of as a bipolar process wherein influences pass between the pupil-pole and the subject-pole. Should not the teacher as a mediator then know the pupil as well as the subject—perhaps the pupil better than the subject ? Questions like these will not fail to activate the minds of the readers. And to others in the field in the answers to these questions lies the solution of the vexed problem of students' indiscipline. Homely truths of the teacher-pupil relationship will indeed interest one and all.

In the concluding thought provoking article, *'Teacher's Methods Down the Ages'*, Dr. Shukla takes us right from the ancient through the pre-modern era down to the present time. In spite of the changes that were inevitable in the wake of sociological and political ferment, there remained a certain continuity in these methods.

The Education Quarterly has been continually agitating the minds of our readers for constructive criticisms and objective appraisal of educational problems. If the present issue with its focal point—The Teacher—is able to arouse in our readers a sense of respect, not of pity, for the teacher and to create in them an awareness of their duties towards their teachers, who in no small measure are responsible for making them what they are—we will not have appeared in vain.

EDITOR

Our Duty To The Guru

T. S. SOUNDRAM RAMACHANDRAN

THE *Guru* or the teacher has been held in great esteem, not only in India, but in all countries of the world from times immemorial. Before the advent of the printing press and the era of cheap books, a *Guru* was literally the brains trust of the nation. The *Guru-Shishya* or the teacher-student relationship was then both intimate and noble—*'mata pita gurur devo'* runs the old salutation which implies that the place of the *Guru* was even before that of God. Not only did he guide individual disciples, who gained everything in character building and education, both in the abstract and in the material sense; he also guided the destiny of the nation by giving correct advice to the king and by guiding the council of ministers.

Today, this old concept of the *Guru* has undergone a change. The old standards are no longer valued either for the *Guru* or for the disciples. The main reason is the growth of mass education and the acceptance of the doctrine that education is the birth-right of every citizen in a democratic country. This is a very good event in the history of mankind, but it has naturally led to an immense increase in the numbers of teachers and disciples. The teacher-pupil relationship is, therefore, becoming more and more impersonal and the intimate relationship and affection of the *Guru* for his students and his influence over them as well as the affection and respect of the students for the *Guru* are gradually diminishing. There is, however, no reason why the expansion of education should necessarily

lead to a dilution of the close and affectionate relationship between teachers and students. In fact, democracy and mass education have everything to gain if, in spite of the increase in numbers, we can also revive and maintain the ancient close ties between teachers and students.

Character Building

It is a very happy sign that the public has become aware of this need in recent years and has realised that the quality of education and the character building of the students cannot be placed on a secure foundation unless the old ethical and personal relationship between the teachers and students is revived. This can be done only if the parents love and respect the teacher and the society as a whole accords him a very high place in its hierarchy. On their part, the teachers themselves will have to lead a life of devotion to learning and show that keen interest in the welfare of the students which would command the affection and devotion not only of the students themselves, but also of their parents and of the society as a whole. One feels very happy to find that both the society and the teachers are showing a greater appreciation of these mutual responsibilities.

Status in Society

In order to raise the status of teachers in society, it is essential to assure them of a minimum standard of living. The proverbial poverty of the learned men cannot and should not be an excuse for us not to think of the welfare of the teachers. In ancient days, society looked after the *Gurus* in every way; and, in the twentieth century also, the parents deem it to be their sacred duty to look after the welfare of the teachers. It must, however, be remembered that the status of teachers will not depend upon salaries alone. The parents will have to love and respect the teachers, who, in their turn, should take their duties in right earnest and take intense interest in the welfare of their students.

It is the greatest good fortune of ours that we have elected two eminent teachers—Dr. Radhakrishnan and Dr. Zakir Husain—as our Rashtrapati and Up-Rashtrapati. But this is not enough. Every teacher in society must feel that he is loved and respected by society and that he has a vital role to play in shaping the destiny of the rising generation. It is for the creation of this general feeling that the Teachers' Day is to be mainly observed. It is extremely appropriate that this day also happens to be the birthday of our Rashtrapati. On this auspicious day, every parent and every member of the society should remind himself that it is his duty to love and respect the teachers, so that the young children will also develop a similar attitude, and should contribute generously to the Teachers Welfare Fund to show his appreciation of the significant role which the teachers are playing in building up the society of tomorrow.

P. N. KIRPAL

Raising The Teacher's Status

SINCE INDEPENDENCE, we have embarked upon a vast programme of educational reconstruction as an integral part of the social and economic development of the country. It is obvious that the success of our efforts depends largely upon the quality of the teacher—his educational attainments, his professional training and his personal qualities. In keeping with our cherished traditions, we expect that the teacher should work in a spirit of dedication and give his best to the pupils. At the same time, we cannot forget that it is the moral responsibility of the community to keep the teacher above want, both during service and after retirement, and to devise means for according due recognition to the important function which he performs in society.

The Union and State Governments have taken several steps during the years after Independence to ameliorate the lot of teachers. Considering that the resources available for education have always been comparatively meagre and that there is a continuous and a pressing demand for expansion of educational facilities, we may feel reasonably satisfied with the improvement which has taken place, although one has to acknowledge that much still remains to be done.

Primary School Teacher

The teacher in the primary school has been sadly neglected in the past. His educational attainments were low and his training was inadequate. He was required to work away from home on a low salary, in a far-off habitation with no amenities whatsoever. No effort was made to refresh his ideas and no help was given to him to improve his professional competence. His future after retirement was bleak.

It was not surprising, therefore, that teaching in primary schools became a wearisome and frustrating experience. Conditions in middle and secondary schools were somewhat better. But here also teachers laboured under several disabilities. Most of the secondary schools were run by private societies. Conditions of service in many of them were far from congenial. Retirement benefits were largely absent. To supplement income teachers often resorted to private tuitions and this in turn lowered them in public estimation. Here again there was little effort to widen the teacher's horizon and keep him abreast of the many advances in educational thought and practice.

To take the teacher's emoluments first. At the beginning of the nineteenth century, the elementary teachers working under the indigenous system were receiving in

cash and kind about Rs. 60 per year. In 1882, the Hunter Commission estimated that the average annual salary of elementary teachers was about Rs. 89 and this had risen by the end of the century to about Rs. 91 only. By 1931-32 it had risen to Rs. 174, and to Rs. 387 in 1946-47. Since Independence, the rise has been continuous till the average annual salary of a primary teacher is Rs. 900 now. Provision has been made in each of the three Plans for increase in teachers' salaries and this has made it possible for States to offer better salary scales. For example, the basic salary scale of a matric trained teacher in Orissa is Rs. 100—150. In Andhra, Mysore and West Bengal, it is Rs. 80—150; in Madhya Pradesh, Rs. 90—170; in Madras, Rs. 90—140; in Rajasthan, Rs. 75—160 and in Jammu & Kashmir Rs. 70—160.

Improvement in Salary Scales

There has been a similar improvement in the salary scales of middle and secondary teachers. The average annual salary of a middle school teacher increased from Rs. 393 in 1921-22 to Rs. 571 in 1946-47 and to about Rs. 1,100 in 1960-61. Likewise the average annual salary of a teacher in secondary classes was about Rs. 1,680 in 1960. Here also the salary scales have been improved considerably in recent years and today a trained graduate assistant teacher is placed in the basic salary scale of Rs. 130—250 in Andhra Pradesh. Salary scales for similar category of teachers in Assam is Rs. 150—300, in Madhya Pradesh Rs. 150—290, in Madras it is Rs. 140—250 and in West Bengal it is Rs. 160—295.

It is true that in some States the scales are still lower; but the trend is quite clear. State Governments are anxious to raise teachers' salaries. The only limiting factor is the resources available with them. Another very encouraging trend is for the States to lay down uniform scales of pay for teachers of comparable qualifications doing similar work but employed in schools under different managements. Several States have already introduced uniform scales and I have no doubt other States will follow suit and remove a long-standing grievance of the teachers working in non-Government institutions.

Madras Scheme

I have stated that it is absolutely necessary to offer decent wages to attract better persons to the teaching profession. It is even more necessary to assure them that the community will also take care of them in the evening of their lives when they are no longer fit to work. Before Independence, a regular pension after retirement was the privilege only of the teachers working in a Government school. For others, either there was no provision of retirement benefit at all, or there was a provision for a contributory provident fund. This latter benefit was totally insufficient to provide them with the barest needs in their old age. Madras took the lead and introduced what is known as the triple-benefit scheme under which teachers get benefit of a pension, provident fund and insurance on their retirement. Andhra Pradesh, Mysore and Kerala have since adopted the scheme. Bihar has decided recently to introduce it, while Maharashtra has made a beginning with teachers of primary schools. The other States are also examining the scheme and it is my hope that by the end of the Fourth Plan, teachers in all States and Union Territories will be covered under the scheme.

Benefits to Teachers' Children

Mention may be made of the liberal fee concessions granted to children of teachers. In Madras and West Bengal, children of primary and secondary teachers receive free education up to the higher secondary stage. In States like Andhra Pradesh, Assam, Bihar, Kerala, Punjab

and U.P., teachers' children enjoy special fee concessions, while in Mysore, Maharashtra, Gujarat and Madhya Pradesh, the teachers' children enjoy, in common with others, liberal fee concessions for all children coming from families with low incomes. At the university stage, the Government of India award every year 500 special scholarships to meritorious sons and daughters of primary and secondary school teachers.

In this country, the teacher has always been held in high esteem and the elevation of two of the nation's eminent teachers to the august positions of President and Vice-President of the country is in keeping with our ancient traditions when the *guru* was not only a teacher in the ordinary sense but also a friend, guide and philosopher of the king and the commoner. It is vain to think that in these days of mass education and materialistic values we can revive the tradition of the *guru;* but we can show our appreciation for the silent and devoted work done by our teachers by honouring the ablest among them.

Awards to Teachers

The Government of India have been doing this and every year about 85 selected primary and secondary teachers from all parts gather in Delhi to receive from the President a Certificate of Merit and a cash award of Rs. 500 in token of the nation's gratitude to the teaching profession. The occasion also gives them an opportunity of sharing experiences and they go back with fresh resolve and renewed faith in their mission and also with the assurance that they have the support of the nation in their difficult task. Following the example set by the Government of India, some of the State Governments have also instituted schemes of awards at the State level.

National Foundation

Last year, yet another step was taken for the welfare of the teachers. A National Foundation for Teachers' Welfare has been set up to render financial assistance to the teachers and their families in indigent circumstances. The response in the first year has been generous and a sum of about Rs. 35 lakhs collected for the Foundation has been invested in National Defence Bonds. The idea is to collect a sum of Rs. 5 crores as the corpus of the Foundation and to utilize the interest earned from investments for fulfilling the objectives of the Foundation.

On this second anniversary of the Teachers' Day, let us again remind ourselves of the debt we owe to the teachers and make a firm resolve to repay that debt by raising the social and economic status of the teachers and by creating conditions wherein they can contribute their best to the all-round growth of the nation's children. In token of this resolve, may I also appeal to all to contribute liberally to the funds which are being raised on this day to augment the Welfare Fund for the benefit of teachers.

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The TV Influence

"Richard", said the teacher to a fidgety eight-year-old, "are you listening ?" "Yes," he replied nonchalantly, "my aerial's up".

—From *Christian Science Monitor*

SILHOUETTES IN

ZAKIR HUSAIN

"RECTITUDE", says an old law-book, "is not an essential condition for adopting and transmitting commands; therefore, the decisions of an immoral person will be obeyed and enforced, but an immoral person should not be made Qazi". This old-world logic shows a clearer appreciation of reality than our own way of thinking. The function of the teacher is to transmit knowledge, and knowledge does not become defective because the transmitter is not a good man. That is obviously true. The natural sciences have nothing to do with morality, the social sciences should not be made an instrument for preaching, but still we expect the teacher to be a good man. We ask him to render dedicated service, to love his students, to sacrifice all his personal desires to his profession. But in the selection and training we seem to follow the contrary opinion that goodness is not necessary in a teacher. We select young men and women out of a crowd of candidates. We do not ask them or enable them to cultivate virtue, but train them in the methods of teaching. At the university level, it is even worse. We do not give the teacher any kind of opportunity to attain excellence in the art of transmitting knowledge, and expect him to make material contributions to intellectual advancement and cultured life.

Dr. Zakir Husain's whole career has been a passionate, even if unconscious rejection of the view that the student is one who studies and the teacher is one who teaches. His interests never allowed him to keep within the bounds of formal education. As a student at Aligarh, he treated lectures and textbooks in the most cavalier fashion, and his success at examinations was always a surprise to his friends. In Germany, where he went for further study, he could hardly be defined as a student. He did take a course, attend lectures, prepare a thesis and, as they say, defended it. He did show extraordinary respect for the knowledge of his teachers, in particular of two of them, Sombart and Sehring. But he always seemed to be intensely concerned with other things. He arranged for the printing of Ghalib's *Diwan* and for the publication of a book on Mahatma Gandhi

in German. He made a tour of the Scandinavian countries and propagated Gandhiji's ideas in the press, while himself studying some mystery of animal husbandry. In one of his speeches in Berlin, he expressed sorrow at the growing Americanisation of German life and stressed the need to ensure that German culture remained genuinely German. I remember his receiving letter of thanks and an offer from a business man of financial assistance to any cultural project he may have in mind. He also visited some new experimental schools and studied Kerchensteiner's philosophy of the work school. His subject was economics and he wrote his thesis on the agricultural policy of the British Government in India. This was his only achievement which appeared incredible. But I cannot deny having read his thesis. I know, however, that he did not wait long enough in Germany to get the formal degree which he would have had to produce in the original to secure appointment in any Indian university. This all goes to show that he has never recognised those distinctions between academic and non-academic interests and pursuits behind which university teachers and administrators conceal their lack of interests and pursuits.

In the Jamia Millia, Dr. Zakir Husain did do some teaching. He took some primary classes, he taught economics in the college. In fact, however, he was carrying an institution on his shoulders, and I am still not sure whether he was more concerned with the institution or the strength of his shoulders. This is not an attempt at an epigram. No one who did not aspire to realise in himself the idea of shoulders that challenge circumstances to throw upon them all the weight they can would have undertaken the responsibilities of the Jamia Millia. And the beauty—Dr. Zakir Husain's own contribution to the realisation of this idea—is that he did not make any conscious choice. He thought it an admission of weakness to pick and choose. He accepted what came, not speculating about his personal destiny, but following what could with equal justice be called intuition, the categorical imperative or the line of strongest resistance. I have been associated with him for twenty years, but he would not be what he is if I could state precisely

what brought him to the Jamia Millia and kept him there. It is possible to read all that Dr. Zakir Husain has written, to admire and honour him, even to meet him every day and still feel that all one has seen is perhaps not even a minor aspect of his real personality.

There are persons whom one can see and understand if one looks at them; there are other persons whose real nature becomes evident only if one is inspired to look beyond them at the absolute. Those who want to be looked at are the small ones, fearful of the observer's gaze wandering away to objects more attractive. They are innumerable, and the more importance one attaches to them, the more disasterous their smallness becomes. They are the prisons in which human life and imagination are confined, the loudspeakers which destroy speech, the singers who throttle music, the merrymakers who distort the image of happiness. Those beyond whom one must look are those gifted with the power to make us do so. They are always a disturbing element. They rob the small man of his small satisfaction; they even tell the dreamer to dream better. Their speech imposes eloquent silences, their instruction, always and inevitably indirect, makes the utmost demand on sensitiveness and understanding, they create an image of happiness which transforms the future into a vast restlessness. Dr. Zakir Husain calls himself a teacher. We can stop at that, remind ourselves of his magnificent record, and admire his overpowering charm and humility. We can also look in the direction to which his whole life is pointing, to his passion for excellence, to his consuming desire to transgress physical limitations, to his inspiring admissions of failure and to his deliberate hammering of the self into an object of beauty.

To quote another old-world principle, followed by the *sufis*, instruction must always be indirect, by example, by suggestion, by evidence of the teacher's own desire to learn, by "remaining in my company or letting me remain in yours", by facing the challenge of every situation. Teaching is a process of creating in others as intense a desire to learn as they are capable, and the only way to do it is for the teacher himself to be filled with a yearning for the fulness of knowledge and the perfection of personality. It is in this respect that Dr. Zakir Husain is a teacher. But of course he will deny with a convincing and eloquent vehemence any claim to a yearning for knowledge and perfection. If he does lay claim to anything, it is to having failed. But there he is not at all unique. Those nearest to God have always confessed to being furthest removed from Him. It is this confession which has brought others nearer to them and to God.

I began with the intention of presenting a profile of Dr. Zakir Husain, but I have got completely lost. I have even lapsed into the religious and spiritual. But how can one be precise where precision detracts from the truth, how can one state as a valid fact what is merely one aspect of an elusive reality? I have attempted on many occasions, bluntly and adroitly, as a privileged critic and an admiring friend to elicit Dr. Zakir Husain's views or feelings or attitude or whatever the psychologist might call it, on things of the spirit, and I have always been put off with an epigram or a statement which I was not expected to accept. I have sensed, beneath his passionate concern for national education, for national character, for everything that the good citizen and the cultured man ought to value, a detachment that reduces all existence and all activity to a make-believe. And quite as often, beneath a detachment forced upon him by circumstances, I have observed an ardour all but bursting into flame. There is no inconsistency between the detachment and the ardour. The detachment is not a logical conclusion drawn from contemplation and experience; it is the result of an inner strength, an expres-

sion of that patience which is the basic constituent of faith and hope; the ardour derives from a concentration of all the faculties at one point. How these different tendencies, deep-rooted in themselves, blend in the personality of Dr. Zakir Husain and are revealed in his conversation and public work is a mystery of nature and culture which we must accept as such. It does not lend itself to exposition and analysis. It cannot be chiselled with words into a profile.

M. MUJEEB

VASIREDDI SRI KRISHNA

ANDHRA UNIVERSITY HAS HAD the unique privilege of having as its Vice-Chancellors eminent men like Dr. C. R. Reddy, Dr. S. Radhakrishnan and Dr. V. S. Krishna. By the time Dr. V. S. Krishna became the Vice-Chancellor in 1949, he had put in a total service of fifteen years in the University and held for periods all the responsible posts in the University Campus. He was born in 1902 in an ancient and affluent Kamma family of Pedapalem in Guntur district. He had his school education in the Town High School of Guntur. In 1921 he left for England where he matriculated in London and graduated from Oxford, in the Modern Greats School of Politics, Philosophy and Economics acquiring a sound scholarship and classical discipline in the subjects of his study. On his return to India in 1927 after six years in England, he joined the Imperial Bank for a short while. Later he became Secretary to the Rajah of Bobbili who was then Chief Minister of Madras. But his scholarly disposition and qualifications attracted Dr. Radhakrishnan's attention who got him to the Andhra University in 1932 as Lecturer in Economics. Within a couple of years of this new assignment, Dr. Krishna went to Vienna for advanced work for two years on Gold Movements and International Trade.

On his return to Waltair, Dr. Krishna was engaged in successfully building up the Department of Economics at the Andhra University. In 1939, he was elected Registrar of the Andhra University for a period of three years. In 1942 he resumed his work in the College as Professor of Economics. Even after he became Principal in 1947, he continued to take active interest as the Head of the Department of Economics. He was elected Vice-Chancellor in December 1949. As such he continued till 1960. Early in 1961, he was prevailed upon to leave Waltair for Delhi to succeed Dr. Deshmukh as Chairman of the University Grants Commission.

Dr. Krishna's tenure of eleven years as Vice-Chancellor of the University had witnessed phenomenal developments within the University. New Departments such as Applied Physics, Mathematical Physics, Nuclear Physics & Meteorology and Oceanography came up in quick succession. The

Engineering and Technology Faculties owe a deep debt to Dr. Krishna for the important place which they occupy in the University Campus. It is entirely due to his efforts that an extensive area of nearly 200 acres was acquired and vast buildings for laboratories, workshops and classrooms were erected along with hostels and residences for the students and teachers. These are the living monuments of the interest of Dr. Krishna in sciences. However, Dr. Krishna was essentially a humanist with a classical bent of mind and great love for books on religion, art and literature. His love for books was almost proverbial. He always got himself surrounded by books on philosophy, economics and Telugu classics. When he left for Delhi as the newly appointed Chairman of the University Grants Commission in 1960, he left behind him a worthy legacy in the form of a library of books donated in his name to the University.

Dr. Krishna worked only for a few days as the Chairman of the University Grants Commission before he passed away on February 16, 1961, leaving behind him a host of true friends and admirers to sorrow over his untimely demise. It was a great loss for Andhra and in a sense a loss for the whole country too. But, here in the Andhra University we have a lasting memorial for him in the shape of generations of students trained by him and scores of departments on which his personality is indelibly marked and dozens of huge buildings that were erected for purposes of study and research in the Andhra University during his tenure as the Vice-Chancellor.

A. L. NARAYAN

AJUDHIA NATH KHOSLA

IT IS NO SIMPLE MATTER to peep into the inner being of a person with a view to make an assessment of his faiths, beliefs, and philosophies; but it can safely be said about the living philosophy of Dr. Ajudhia Nath Khosla that he has shaped his life on sound imagination, correct thinking, and untiring action. Helped by an alert mind, great organizing ability, and a charming personality, he has always been able to get the best out of his team. Simple in his personal habits, he puts a visitor instantly at ease. He has the right type of ambition and steadfastness to achieve it with all fair means. In him success presents its best front.

To him engineering is not only a profession but almost a religion. His untiring energy has become legendary. He has a passion for planning. Within a few months of his taking over the Governorship of Orissa, he was able to produce a masterly 10 year-Plan for the integrated development

of the river basins of the State. Where others would perhaps have interested themselves in minor matters of State or thought of taking it a little easy, from the very first day he set about the task of making out plans for Orissa's regeneration. Today he is still the Chairman of the Board of Consultants of five river valley projects; Balimela, Beas, Bhakra, Pamb-kakki, and the Ramganga. In the furthering of many such engineering activities and addressing students and learned societies, he is constantly on the move round the country, the envy of much younger men.

After completing his early education in the Punjab and graduating in Arts from the D.A.V. College, Lahore, young Khosla entered the Thompson College of Civil Engineering, now the University of Roorkee, in the year 1913. Graduating with high distinction as a Civil Engineer three years later, he was immediately recruited to the Irrigation Department of the Punjab Government. Soon thereafter he joined the Mesopotamia Expeditionary Force as a Commissioned Officer and on release from Military service he was appointed to the Indian Service of Engineers in 1919. Then followed investigations of the water and power resources of the State, surveys, and construction of various projects in the basins of the Punjab rivers. During this period of nine years, he also carried out intensive research on the flow of water through sub-soils and in 1936 he published his treatise on "Design on Weirs on Permeable Foundation" which is his most outstanding contribution to engineering science. In August 1943, he was appointed Chief Engineer and Secretary to the Punjab Government very much out of turn and eighteen months later, his field of activities shifted to the Centre.

At Delhi he became the first Chairman of the Central Waterways, Irrigation and Navigation Commission (now Central Water and Power Commission) and also an Additional Secretary and Consulting Engineer to the Government of India. His eight years in Delhi marked a period of outstanding achievements in the field of river valley development. He initiated investigations of the water and power potential of the river valleys in the country; many of these projects like the Bhakra, Chambal, Damodar Valley, Hirakud, Kosi, Narbada and Tapti have already been constructed or are under construction. He was also responsible for settling some difficult inter-State differences for the allocation of river waters. In 1953-54, as Special Secretary to the Government of India he led the Indian delegation to the United States for the Indus Water dispute with Pakistan. These negotiations in which he played the prime part led to the World Bank proposals on the basis of which the Water Treaty between India and Pakistan was eventually concluded.

An entirely new chapter in his life started on the 17th of September 1954 when he assumed charge of Vice-Chancellorship of the Roorkee University. He found a new purpose, much happiness and peace in serving his *Alma Mater*. These five years were eventful both for him and for the University. It gave him an insight into various academic problems, more specially those concerning technical education and the need for its rapid expansion, to meet the additional requirements of technical personnel for the development of the country and its industries. As Chairman of various working groups and the Vice-Chancellor of the Roorkee University he contributed not only in finding answers to the various problems connected with the shortage of technical personnel but by launching expansion schemes in the Roorkee University, he found a practical solution to them. In fact during his stewardship admissions in the University increased fourfold, many new laboratories were built, and postgraduate and research work were started on a large scale and to give a fillip to research he donated all his consultation fees to found the Khosla Research Fund. By careful management he prevented any deterioration taking place in the high standard of engineers passing out

of Roorkee, in spite of the rapid expansion. In the various addresses that he delivered at gatherings of students, scientists and engineers, in symposia and convocations, he very lucidly brought out the important role that technical men have to play in the development of the country and the responsibilities that devolve upon them for meeting this challenge. He has often emphasized that the pattern of engineering education as well as the content of its courses has to undergo radical adjustment in keeping with the rapidly advancing frontiers of science and technology. He has laid much stress on engineers learning more of humanities. At Roorkee he popularized the doctrine of dirty hands by insisting on compulsory *Shramdan* by the students. His five years in the University were an inspiration to the teachers and the taught alike.

Well-merited recognition has come to him in the natural course. He has been the recipient of numerous honours. The Padma Bhushan was awarded to him in 1954. Doctorates of Engineering (Honorary) were conferred on him by the Rensselaer Polytecnic Institute, U.S.A. in 1956, by the Roorkee University in 1959, and by the University of Panjab in 1961. He was elected to numerous high offices in national and international conferences. He was a member of the Rajya Sabha from April 1958 to October 1959 and in December 1959, he was appointed Member of the Planning Commission in charge of Education, Health, and Scientific Research, which assignment he relinquished in 1962 to take over his appointment as Governor of Orissa.

Born in 1892, he is still going strong and ceaselessly working. He has had so many firsts to his credit that none can predict what bigger achievements and honours still await him. His friends and admirers fondly hope that he will, like another Engineer-Administrator, Dr. Visvesvaraya of hallowed memory, score a full century of devoted service to the Nation.

G. PANDE

AMARANATHA JHA

IN THE HALL OF the Amarnath Jha hostel of the Allahabad University there is a bronze cast by Sudhir Khastgir. The bronze head is striking. A broad forehead, deep set large eyes, a sharp nose perhaps a bit on the fleshy side, a mouth with its firm lips showing determination, a heavy chin showing character—the head of the man who was born to command. No wonder Mrs. Sarojini Naidu in her inimitable language, on the occasion of the unveiling ceremony of the statue had said "It is the proud head of a Roman Emperor!" And indeed there was something authoritative in Prof. Amaranatha Jha's aspect, for it was his portrait which Mrs. Naidu was unveiling.

Dr. Amaranatha Jha was born on February 25, 1897. He was the second

son of Maha-Mohopadhyaya Dr. Sir Ganganatha Jha, one of the foremost Sanskrit scholars of his time and the first Indian Vice-Chancellor of the reorganised Allahabad University.

Early in life, Dr. Ganganatha Jha who came from a long line of Sanskrit scholars, came under the influence Dr. Besant. Dr. Ganganatha Jha succeeded in combining in himself that ideal blending of eastern scholarship with the new western approach. This liberalising influence had a marked effect on the children and it had reached its perfection in Dr. Amaranatha Jha.

Dr. Amaranatha Jha as a young boy grew up in an atmosphere of learning and discipline. But it was not all studies. The brothers took part in sports, and were encouraged to lead an active life. It bore rich fruits. Dr. Amaranatha Jha achieved brilliant academic distinctions, and, when very young, showed those remarkable qualities which made him a brilliant teacher, a remarkable administrator, and a born leader of men.

As early as 1913, he had started in a way his public career—and not only he had made his mark as a speaker both in Hindi and in English, but had impressed his audience by the brilliance of his arguments and the quality of his language. Discerning men saw in him a rising star, and, no less a person than Sir Tej Bahadur Sapru asked him to propose the cheers for Pt. Madan Mohan Malviya at a very important public meeting, held on 22nd January, 1913 for the Hindu University at the Hindu Boarding House (now M. M. Malviya University College, Allahabad) where Sir Sundar Lal had made the princely donation of one lakh of rupees to the Hindu University. That very year Dr. Jha passed his S.L.C. Examination and was placed in the first division with three distinctions of his credit. He joined the Muir Central College. Here his brilliance was immediately recognised. He became a very useful member of the committee which discussed the proposal for a College Union and in the first meeting of the College Union put up a vigorous plea for a Residental University, an ideal he cherished all his life; He had tried his best to make his beloved *alma mater* a model Residential University of the land. He stood first class first in his B.A. examination and repeated his brilliant performance in his M.A. Previous and M.A. Final examinations. His unpublished diaries make very interesting reading. For instance on 25th December, 1917 he was in Calcutta and he wrote "Attended the Congress. Surendranath Banerji spoke very well in proposing Mrs. Besant to the chair. I could not hear Mrs. Besant distinctly." And on the following day we find this delightful entry "Sneaked into the meeting of the Subjects Committee and attended it from 10 a.m. to 10 p.m. was much struck by Jinnah's skill in debate."

From a perusal of his diaries we find that for sometime at least, Dr. Jha thought seriously of taking up journalism as a profession, and, infact was offered the post of the Assistant Editor of the 'Leader' by Sir C. Y. Chintamani. But destiny had something else in store for him. Before he had completed his M.A., Prof. Redford, the then acting Principal of the Muir Central College offered him an acting professorship, which Dr. Jha accepted. It was a singular honour. Never in the history of the Muir College it had happened that a student while prosecuting his own studies was appointed to the staff. It never happened again. But this decided his career. It made Mr. Chintamani unhappy. He told Sir Tej "This man would be brilliant at the bar or in journalism, but he buries himself in government service." Prof. Jha, it is true, buried himself but not quite in government files. He chose to become a teacher—the profession of his family, a profession for which he had the highest regard.

As a teacher he made his mark immediately. Very soon he was regarded as one of the most brilliant teachers of the Muir College. He worked hard and the

present writer had the opportunity of going through some of his notes once and found how much pains he took over his work in those early days. Passages were taken from different and not easily accessible sources, all written in his exquisite hand, his own brief marginal comments on them and fresh passages added to the original notes. His reading was vast. Till the end of his days, inspite of his various preoccupations he continued to read widely. It was not only English literature but Sanskrit, Maithili, (his mother tongue) Hindi, Bengali and Urdu—he read them with care and delight and wrote about them with felicity. He could speak fluently each one of these languages. Fortunately he was blessed with an extraordinary memory and he remembered most of what he read and he read very fast. But he was never pedantic. His appreciation of literature was based on sound commonsense and the broad principles of humanism. He read the moderns but he never swore by them or at them. He had a good humoured toleration for most of them. But his heart lay elsewhere. He was brought up in the liberal tradition and somehow he could not stomach the heady vintage of much of modern literature.

He wore his learning so lightly that some people sometimes went back a trifle disappointed. They mistook him for a singular man of the world. But I remember an instance when a noted grammarian had made a grammatical error and Dr. Jha had smiled and said, "Thou too Brutus !" and the grammarian and he had argued about it and ultimately the grammarian had to yield. And afterwards the grammarian had told me that whenever he had any doubts he went to Dr. Jha, and he had added, "He knows the correct answer more or less intuitively".

His lectures in the class were delivered in immaculate English—his studied, finished sentences rolled out with a slow majesty. To his students he was more than kind. He always encouraged them not only as a teacher but with his purse and I do not think there was a single case when he had refused help to a student in distress. His magnificent library was always open to his students. He encouraged budding writers, and, he bought more pictures from artists than any other man I know of. Sometimes he bought paintings just to help a struggling artist. And yet somehow there was something in him which made him not only one of the most admired but, shall we say, also feared of professors of the University. It seemed to us as if he was keeping back a fierce temper in leash. Perhaps it was his eyes which seemed to see through one, perhaps it was his broad shoulders and his heavy jowl, or was it his deliberate manner of speaking in the classroom—but there it was; he could by a look send shivers down the spine of the most unruly of us. Little did we realise then that he was deeply emotional and one of the most comely of individuals, keen on friendship, affection and love. But he did not want to betray this and hid his feeling behind a mask and managed it so successfully that the mask became for many a barrier and remained so for ever. And yet he tried his best to meet his students, whether as an officer of the U.T.C. or as the President of the Atheletic Association or the Warden of the Muir Hostel—a post which he treasured more perhaps than anything else in the University. He was easily the most accessible of teachers in the University. But he was never effusive, never gushing.

In 1938 Dr. Jha's career as a teacher in the technical sense came to an end. He became the youngest Vice-Chancellor of the Allahabad University. As an administrator he had critics. But even his bitterest critic would have gladly admitted that he would never attack a fallen foe. There he was the true *Brahman* who forgives and forgets. And an old teacher of mine once told me, "I like Amaranatha. He is a strong man, a bold fighter—a lion amongst men. He cannot be vindictive." And truly he remained till the end a lion amongst men. The war and his wide travels brought about a change in his outlook. He became even

more tolerant, more forgiving. He had always avoided political parties. He spoke but rarely about those powerful but ruthless organizations, but he seemed to feel a sense of futility and hollowness in their claims. And his faith became firmer in education—the proper disciplining of the mind—the *Diksha* and the *Shiksha* that true education should be. He felt more strongly than ever before that it is the teacher who should be given the responsibility of shaping the minds of the youth and not the political parties. And he felt that the teacher must be rehabilitated and be given the high and sacred position which is his due in society. And he raised his powerful voice in support of him.

He died comparatively young. The best years for such a man are the years when he rises above the battle of life, no longer embittered by the memory of the scars of the battles, but attaining that harmony which makes him see into the truth of things; and he watches as if from a silent sun-lit height, the dizzy shapes below; understands them and is tolerant and loves man, and realises the deep truth that man will change but slowly; but even in the smallest of him there is hidden somewhere the image of God which may become alive any moment.

And those who had known him intimately and had felt the gracious change that was coming over him as if he had reached those sun-lit heights of calm where passions are but old echoes and the mind is lit up with the light of understanding and love, have felt his loss all the more deeply for today we need more than ever fearless voices like his, not angry or querulous, but gracious and full of authoritative wisdom.

R. N. DEB

T. M. ADVANI

HE IS SUAVE, gentle and affectionate; soft spoken and full of the milk of human kindness; short, dapper, always well-groomed; firm without being harsh, gentle without being weak. A gentleman to his finger tips.

This is Prof. T. M. Advani, formerly founder-Principal of Jai Hind College and Vice-Chancellor of the University of Bombay, now the Vice-Chancellor of the University of Jammu & Kashmir.

For more than fifty years, Prof. Advani has been vitally interested in education. This interest began when he was a student in school. He was fortunate in his teachers, who were simple folk, but who were know-

ledgeable and affectionate—a band of dedicated men. Religion to them was a living thing, a vital principle to be practised in daily life. With gentleness and understanding, they reached out to the minds and hearts of their students. They were all that a teacher should be but rarely is; and it is they who moulded Prof. Advani, and gave him the sense of mission with which they were animated; gave him, also, an awareness of human values which must not be lost sight of in the daily business of a teacher's life.

And because he believes in personal contact, Prof. Advani's attitude towards his students has always been one of friendliness and affection. He has influenced them because he has loved them. He is thus one of the very few teachers I have come across who knows how to win friends and influence people; who abhors hypocrisy and rudeness; who has always brought a human approach to bear on the problems of life in the colleges in which he has served.

He began his career in the D.A.V. College, Lahore, a semi-religious institution founded by the great Lala Hansraj. On his very first day, he was greeted by students with folded hands. "*Namaste, Maharaj.*" He was pleasantly surprised by their greeting, which was symbolic of the attitude of students towards their teachers—their *gurus*. Unfortunately, this has become a thing of the past in our colleges now-a-days.

From the D.A.V. College he went to Kashmir, which had always fascinated him by its changing patterns of beauty; and from there he went to the D. J. Sind College, Karachi, where it had been his ambition to teach ever since he was a student there.

Life pursued its even tenor. Because he was "saturated" with his subject, because he had affection for his students, he rapidly gained popularity with them, and became somebody to be looked up to with affection and respect. He browsed among his books, for he has always believed that a teacher must keep abreast of the latest developments in life and literature. And because he has given himself to his students ungrudingly and gladly, he has received a reward than which there is nothing more satisfying to a teacher : the affection and respect of those he has taught.

This was very much in evidence on difficult occasions. On one such occasion, when there was a strike on the part of students and when Muslims and Hindus were arrayed against each other, he tried to pacify them, to bring them to reason. It was while he was doing this that he saw a Muslim boy whipping out a knife and moving swiftly towards a Hindu student. Prof. Advani ran forward and planted himself firmly before him. "Stab me before you stab that boy," he said quietly. The Muslim looked at him for a moment. Then the knife cluttered down from his hand. He apologised and went away. The strike was broken, and everything was back to normal.

Years later, that same Muslim student recalled this incident to Prof. Advani's mind, and showed his appreciation of the manner in which the situation had been handled by sending him a basket of fruits from Dehra Dun.

But life was not always simple and uncomplicated. Sometimes there were strikes, some upsurge of patriotic emotion which impelled students to make bonfires of foreign cloth. The Civil Disobedience Movement came, and was followed by a great repression, by strikes and mass arrests. Then came a period of quiet and purposeful activity, to be broken all too soon by the Second World War, the Quit India Movement, the partition—and the end of an epoch.

His last days in Pakistan were difficult in the extreme, and called for the exercise of a great deal of tact and patience. He showed both these in an abundant measure.

But matters got from bad to worse. The atmosphere became more tense and charged with threat for all of us—for all the Hindus who yet remained in Pakistan. Prof. Advani—by then he had become the Principal of the D. J. Sind College—then decided to migrate to India together with his colleagues. Here, in Bombay, with the help of friends, mostly his old pupils, and the University and the Government of Bombay, he started the Jai Hind College (Arts Section) in the premises of the Elphinstone College. The following year saw the establishment of the Basantsing Institute of Science, which was made possible by the handsome donation of Rs. 1¼ lakhs from the Basantsing Dharmada Trust.

But life was not easy. There was an ideal to be translated into reality—the ideal of a College which formed the bodies and minds of boys and girls, which nourished the heart, which made possible the building up of good citizens. How was this to be achieved?

Principal Advani set himself about this task with his customary verve and thoroughness. Many told him that he was moving too soon and too fast. They tried to dissuade him from putting up a building for the College as early as 1950. It was amazing how many of his friends told him that he just could not do it—not so soon. He looked at them and listened to them. He smiled and, with indomitable faith in the Giver of all good, he went ahead. He had the support and co-operation of his colleagues, friends and former students. He had the will.

"I Will & I Can." This is the motto of our College. He lived up to this motto, and went ahead. He planned. He met people. He persuaded the Rehabilitation Ministry of the Government of India to make an outright grant of Rs. 4 lakhs to the College. The foundation-stone of the building was laid on 14th September, 1950 by Mr. Morarji Desai, then Chief Minister of Bombay. Less than two years later, the building was declared open by Dr. Sarvapalli Radhakrishnan, then Vice-President of India.

Then followed a period of quiet and purposeful activity. No college, he believed, was complete without a hostel. This came up some four years later. No college could become a temple of learning unless those who taught in it were a band of dedicated men. He communicated to his colleagues and students the ideals which had grown with him and had become an integral part of his life. The College began to expand and prosper. Students flocked to its portals, and were anxious to receive their education in it. It began to be known as one of the finest educational institutions in Bombay.

In 1957, in recognition of his meritorious services to the cause of education, he was appointed the Vice-Chancellor of the University of Bombay. He graduated into a bigger field of activity, and he showed his vision by seeing to the expansion in the activities of the University, including some new post-graduate departments, and by providing better amenities for students.

The University Sports Pavilion was planned. The University Hostel and Club House were constructed. A plot was acquired near the Sachivalaya, to make possible further expansion in the activities of the University. And in the meetings of the Senate and the Academic Council, in the meetings of the Syndicate and University Committees, he brought to bear upon the deliberations of these bodies a spirit of fairness and impartiality which endeared him to all those with whom he came in contact.

It is in appreciation of his work as the Vice-Chancellor of the University of Bombay that he has now been appointed the Vice-Chancellor of the University of Jammu & Kashmir. The loss of Bombay and of the Jai Hind College is the gain of Kashmir.

Prof. Advani's life as a teacher has been a happy one. He has spent half a century in this profession, and says that he would unhesitatingly choose it once again if he were given the chance to re-make his life. The various and intimate contacts he has built up as Vice-Chancellor and as member of the various Committees appointed by the Government of India have more than compensated him for some of the difficult times through which he has passed. Because he feels deeply about the teachers and the students, he has gone out of his way to impress upon Government to do something more for them. It has been his dream to persuade Government successfully to give both of them a better deal, for it is on them that the future of the nation ultimately depends. And he has never lost an opportunity of giving a practical shape to that dream. It has not yet been completely realised. But what does that matter? The dreams of today are the realities of tomorrow; and the morrow belongs to the generation that is coming up today.

T. G. KHUBCHANDANI

PRIME MINISTER'S MESSAGE

I welcome the formation of the National Foundation for Teachers' Welfare. The idea is a good one but more important than even the financial benefits that might come from this foundation, although they are important, is the idea of the community looking after the teachers; thinking of their needs and trying to fulfil them, for the teacher ultimately is, I think, perhaps the most important part of the community. It has always struck me that one of the chief aspects of the old Indian culture was the respect given to the teacher. The teacher was almost at the top of the social ladder, because the teacher represented the giving out of learning and wisdom to the pupil. And what more important gift can there be?......

—Jawaharlal Nehru

NATIONAL FOUNDATION FOR TEACHERS' WELFARE

A CONSPECTUS

On the eve of Independence, the economic and social status of the school teachers in India was found at its lowest ebb. The importance of restoring the teacher to his rightful place in the society was fully realized by the National Government on assumption of office. The Central Government and the State Governments initiated a number of schemes with a view to improving the salary scales and other service conditions of teachers and also took other measures for the uplift of their economic and social status. The scheme of matching assistance by the Centre to the States during the Second Five Year Plan to improve the salary scales of primary and middle school teachers deserves special mention.

Realizing the important role which philanthropy had all along played in the educational development of the country and with a view to formally channelising it as a supplementary source for the welfare of teachers, a scheme for the establishment of a Trust to be called the National Foundation for Teachers' Welfare was formulated. On the occasion of the National Awards for Teachers in January, 1962 the President made a public announcement that the scheme was on the anvil.

The Government of India decided to make an initial non-recurring contribution of Rs. 5.00,000 to the Foundation and, at the suggestion of the Union Minister of Education, all the State Governments agreed to make similar contributions of Rs. 25,000 each.

Objects

The General Committee which was set up under the chairmanship of the Union Education Minister, approved the rules and regulations for the administration of the Foundation, at its first meeting held on June 25, 1963. The main purpose of the Foundation is to render financial assistance to the teachers and their dependants in indigent circumstances. The scheme also contains a provision for the recognition of meritorious services of the teacher by grants in the shape of lump sum awards. The scheme will be operated through Working Committees set up in all the States. Such Working Committees under the chairmanship of the State Education Ministers/Administrators of the Union Territories have already been set up in most of the States and Union Territories.

The General Committee laid down a target of Rs. 5 crores as the corpus of the Foundation. It also decided that only the income accruing from the corpus would be expended for the purposes of the Foundation. The Committee further decided that the assistance programme of the Foundation should start operating only after a year or so, during which the fund of the Foundation is likely to be consolidated. When the scheme of assistance programme of the Foundation is expected to start is to be decided by the Committee.

The General Committee took a decision that the 5th of September, which coincides with the birthday of the present President of India, should be celebrated as the Teachers' Day every year, when a concerted drive for the collection of funds would be launched throughout the country.

The first Teachers' Day was observed on September 5, 1962 almost all over the country. Apart from functions like *Prabhat*

Phery, prayers, holding of meetings and symposia, a vigorous collection drive was also launched. A suitable flag was prepared to facilitate collection. Due publicity to the Day was given through the press, posters and cinema slides.

The State Bank of India cooperated in extending the collection facilities through its branches all over the country. Firm figures of collections made on the First Teachers' Day are not yet available. It may be expected that the total amount may touch Rs. 35 lakhs. It will, however, be sometime before final figures are available. Reconciliation work in connection with the contributions received is now being handled by the Ministry in collaboration with the Bank.

The second meeting of the General Committee of the Foundation was held on the 26th November, 1962, under the chairmanship of the Union Minister of Education. The Committee assessed the success of the First Teachers' Day celebrations and the concommitant collection campaign.

In view of the national emergency, which had been declared in the meantime, the Committee decided that the entire collections of the Foundation, including the contributions of the Government of India and the State Governments, should be invested in the 4¼ per cent National Defence Bonds, 1972. It was also decided that the income received from the interest on these Bonds should be made available to the State Working Committees for expenditure on purposes of the Foundation. An amount of Rs. 29.50 lakhs out of the funds of the Foundation has already been invested in the National Defence Bonds, according to the decision of the General Committee.

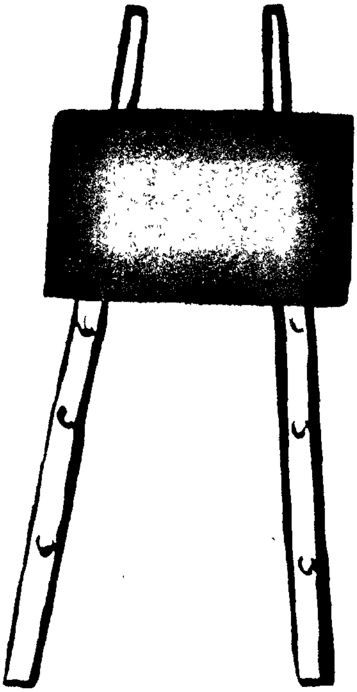
In accordance with the decision of the first meeting of the General Committee, a period of about one year has to be allowed for consolidation of the Fund of the Foundation. The assistance programme of the Foundation is, therefore, expected to start sometime towards the end of this year, the actual date to be decided by the General Committee.

TRAITS OF SUCCESSFUL TEACHERS—MEN OR ANGELS

"..........the teacher's skills of abilities can be divided into two classes. In one category are those relatively new techniques that have been derived from logical analysis or from the conscious interpretation of evidence. These techniques we try to transmit to the teacher by the precarious devices of lecture, textbook, and demonstration. In the second category is a group of basic propensities, evolved and inherited over thousands of years, by which a vast amount of teaching has always been accomplished. By virtue of these propensities, handed on by blind inheritance, a tremendous amount of teaching has been accomplished by the mother of the cave-dwelling family, by the untutored mother in the contemporary scene, and by that other contemporary mother who, far from being untutored, steeps herself in child psychology and the ways of education. Through the exercise of these same propensities, teachers induce proficiency in the arts of their concern, whether those teachers work in schools that provide little more than a roof over the classical log, in little red school houses, in synthetically reconstituted little red schools, in elaborate schools bursting with equipment and educational aids, in high school or in college, in large classes or in small."

—*J. M. STEPHENS*
(Theory Into Practice)

MY PUPILS AND I



A Symposium

1. SANAT KUMAR BHATTACHARYYA
2. QAMRUN NISA BEGUM
3. KAILAS CHANDRA KAR
4. BAIDYANATH RATH

1

SANAT KUMAR BHATTACHARYYA

I BEGAN MY CAREER as a teacher in the year 1921. I was at first assistant headmaster of Nagari St. Nicholas Institution, Dacca, and Superintendent of the attached Hindu Hostel. I was then but 21. A full-hearted young man as I was, the teaching job was the dearest to me. The school had just been founded. The locality was awfully backward. It was inhabited mostly by the native Roman Catholic Christians. The people of the locality in general, and those within the parish in particular, scarcely thought of education. So a Roman Catholic priest, late Rev. F. Da Cunha, came forward to set up this school. A hostel was felt a necessity. I took charge of the hostel and began living with the boys in the same block. I do not know why I was a terror to them. In spite of all that could be said in praise of the discipline in and out, I felt keenly that it was but strained. Perhaps my method of teaching was not bad.

Capture Learner's Mind

It was a fact that I worked heart and soul for my pupils and had a sort of a reputation all round. But I never attained the amount of success commensurate with the energy I spent. Why? This is a question that poses every teacher all over the country, and few seem to dive deep into the root cause. My reply to the question is that we fail to capture the minds of our young learners. Let me explain my point. Once I happened to be the private tutor of a boy of class X. He was an inmate of the hostel. I was then the headmaster of the school. When my younger brother, a sound and sober man of exemplary character came to work in the school temporarily after passing his M.A. examination, I appointed him the tutor of the boy in my place. I had my quarters within the hostel compound. One day I came out of my house in the small hours of the morning and heard two boys indulge in a heart to heart conversation. I stood by the window outside and heard one boy ask my ward how he liked the teaching of my younger brother. The boy unhesitatingly replied that my brother was undoubtedly a better tutor, as he profited more by his teaching. The first boy said that he could not think of a better teacher than I. But my ward retorted that he had never followed my teaching with a sound mind. Whenever he had directed his unwilling footsteps towards my house, books in hand, he had left behind himself all his wit and intelligence, and stood before me a different boy altogether, so threatening was my look and appearance. On the other hand, my brother with his affectionate heart and sympathetic look infused a sort of confidence into the boy. All along I had visualised my ideal of a teacher or a headmaster as a person with a rod in hand, casting threatening looks around and breathing an air of aloofness in and out. The outspoken boy dealt a rude blow to my long-standing misconceived ideals. The following morning, I called in a barber to shorten my gigantic moustaches to the limits of decency and vowed that I should no longer be a terror to the children. It was clear that the physical appearance of a teacher, his dress and demeanour, had a significant role to play in the transforming of human materials into desired shapes. It was no easy task for me to shake off all the threatening attitude that I had loved and cherished so long, and assume an air of love and affection towards the children; but I think, I attained considerable success in the matter in the long run.

Social Service

I left Nagari in 1925 for personal reasons, and was called back to take charge of the

school in 1932. My reputation as a teacher, competent to take charge of the delinquents and the misguided young boys, spread far and wide. Boys began coming in for admission, and the number of boarders rose to a little more than 150. It was a problem for me to run a hostel in a backward village that utterly lacked in the amenities of a town life. But I took up my duties courageously and planned the management and administration of the hostel in my own way. I divided the entire hostel into six blocks and placed one resident teacher in charge of each block. The teachers had to live with the boys as their parents and influence their thoughts and activities by their own. I brought in the Bratachari Movement to assist me in my arduous task. I introduced in and about my school and hostel a programme of social service that took the shape of a country-wide movement later. We had folk dances everyday to develop our boys physically and culturally. Does not the modern National Discipline Scheme encourage such dances all over the country? Every Sunday, we undertook social service activities, such as washing latrines and urinals, cleaning and disinfecting drains, sweeping school and hostel rooms, washing clothes and cleaning the entire compound of growing weeds and plants. The Bratachari boys went in batches for different duties, each batch singing Bratachari songs all the while. I headed the whole group, and the resident teachers, one in each batch, supervised the work intimately. It is no exaggeration to say that the whole atmosphere of the school pulsated with the inspiring music for the time being. Soon the delinquents benefited under our loving care and the misguided improved under our correct guidance. Here is an instance—one amongst many. One boy was entangled in a case of political robbery. He had been interned in our hostel, under my control. He had an excellent attainment in playing on the *'dhol'*, and so we made him our *'dholi'* for the dances. His *'dhol'* not only inspired the dancers, but also led to the moulding of their character. It also had its inevitable effect on the *'dholi'* himself. I noted a marked change in his attitude and activities. In the District Rally, we demonstrated the *'Rai beshe'* dance before the *elite* of Dacca. The *'Dholi'* so much attracted the notice of the then Commissioner of the Division that he was tempted to enquire about the boy, and came to learn from me that he had been under orders of internment. He told me that a boy of his look, health and physique could not be allowed to rot in internment, and that if he had at all been guilty, he must have been corrected by that time. I corroborated his impression, and the boy soon breathed in the fresh air of freedom. Here we saw that our *'dhol'* did a miracle. So did the rhythmatic movements of the Bratacharies which shaped muscles and sinews much beyond our expectation.

Time, however, came to drag me away from my first school. But before I left for Karimganj, I was proud of two achievements.

Cane—A Total Failure

The school cane had been a thing of the past. It was given a place in an obscure corner of the office room to lie abed in tears. From my experience, with and without the cane, I make bold to say that the cane was a total failure everywhere. Whenever I used it, the boy grew perverse, and almost always chose his way from bad to worse. Caning can in no way fit in the modern society. It aims at a humiliation that gradually shapes into an inferiority complex. It is but a clean confession of a teacher that he has failed, and that he is there with his cane to avenge his defeat. I was not prepared to take that position. So I gave the go-by to the cane, and had recourse to methods of love, sympathy and patience.

As soon as I took charge of my last school in Assam, I mean Nilmani High School, Karimganj, in 1943, a misguided boy of the

school was reported to have been involved in a serious case. I was requested by the S.D.O. to take drastic steps in the matter. I was told that the boy had been a terror to the town. I was given to understand that he could wield daggers and rods freely. I called him in. He behaved arrogantly. I asked him to look at me and see for himself if I could be a challenge to whatever he thought and did. I said firmly that two courses were open to him—either (i) the school cane should take its course and give him a merciless beating then and there, or (ii) he must be my son and I his father—to make him pass the matriculation examination and give him a dignified existence as the worthy son of a noble father. The boy paused and pondered. I did not miss that psychological moment. Clever and measured words, sometime appealing, sometimes pinching and sometimes reassuring, began coming out of my mouth for minutes together. The boy could not stand the impact. Suddenly he fell down at my feet to sob and sob and sob, till I raised him and hugged him to my bosom. He said in tears that none had ever appealed to his heart so lovingly, and no one had ever told him so vividly that he was there to make his parents live in himself after their death. I threw away the cane before his very eyes and appointed him the captain of the school immediately. He was, since then, a different boy and later did much to enhance the prestige of the school. The cane could not have wrought this spectacular change.

I do not subscribe to the view that our boys have much gone down in point of discipline. If we judge a pupil of today with a mind of 25 years ago, there must inevitably be a clash of outlook. Whatever our pupils do amounts to indiscipline in the eyes of their elders. We have to read the minds of our children correctly in light of the present day world and give them a correct lead. Whatever may be the drawbacks of our children, I am sure, our teachers are fully competent to cope with the situation. But there must be the will, energy, patience, sympathy and sacrifice. If we go on doing duties to the best of our abilities even within our various limitations, certainly a bright future will emerge to greet the eyes of our revered Teacher-Rashtrapati who has so kindly dedicated his birthday to the cause of teachers all over the country. This must be a day of immense possibilities. May this day bless us—the teachers with such devotion and dedication as this great educationist has himself shown for the profession.

2

QAMRUN NISA BEGUM

THE RELATIONSHIP which a teacher enjoys with the pupils has a characteristic of its own. The teacher not only teaches the pupils, but also looks after them—one and all—with the same affection and sympathy. He comes across thousands of pupils during his professional life and all find a place in his heart. The students also have a mixed feeling for their teachers—affection, veneration and awe, all existing in varying proportions.

I am giving below a few instances which allow a glimpse into this sacred relationship subsisting between a teacher and the taught.

Two Little Figures

Miss Messih, young, energetic and a strict

disciplinarian, entered my office one day saying, "Madam, Shanta and Amita were admitted 15 days ago; they come to the class without pen or pencil and can't do any work; what am I to do with them ?"

"Send them to me", I replied.

After a few minutes two little figures came and stood before me; tears were streaming down their eyes and they could hardly speak. It took me some time to make them composed and then I enquired why they did not bring any pen or pencil. Shanta, the elder, replied "Mother is dead; father goes to office early; we ask grand mother to give us pencils but she does not".

I gave them one pencil each next day, and informed Miss Messih how the matters stood. Her heart was filled with sympathy for these motherless children and she took upon herself to look after them in the school.

She Wanted Attention

One afternoon when I was sitting in the office, Mrs. Sinha entered. From her red face and drawn eyes, it was apparent that her temper was ruffled.

"What is the matter, Mrs. Sinha?" I enquired.

"Didi", she replied in a choked voice, "you have directed us not to punish the girls, but then how are we going to control the problem girls? It is becoming unmanagable". I replied "Mrs. Sinha, punishment does not make any one good; it has only a negative effect. Well, who is your problem now?"

"Nirmala of Class IX; she is disturbing the class all the time. We are tired of her".

"Send her to me".

Nirmala entered the room with timid steps and stood before me bending her head down.

"Nirmala ! why so many complaints about you?"

She was silent. I put some other questions but there was no reply. Only her face was becoming red with remorse.

I sent her away and called in Mrs. Sharma our guidance teacher and asked her to find out what was wrong with Nirmala. I got her report after ten days.

"Nirmala has a step-mother at home. Her own mother died when she was very young. The house is full of step-brothers and sisters. She has to look after them but there is nobody to care for her. Naturally she has a desire of getting attention from somebody. She disturbs the class to get it from the teacher".

I discussed the matter with the class teacher and some other members of the senior staff. They advised that Nirmala be appointed the monitress of the class and given some other responsibilities to bring her in contact with the teachers.

The remedy proved effective.

The Judgement was Fair

There was much grumbling from those girls who had failed in the annual examination. I told them that next year they themselves would publish the results of different classes. The girls were over-j•yed at this news. When the time came, the mark-sheet was put before them for deciding who should be promoted or detained. That mark sheet contained neither the class nor the names of the candidates; it was with the teacher concerned. This process aroused much interest in the girls and though all of them were afraid that they might be deciding their own fate, the judgment was fair.

Shahla's Case

I was going to my class when I heard somebody sobbing under the stairs. I came down and found Shahla, a student of class X standing and weeping. On enquiry Shahla said:

"My father is a poor man; he sells books on the pavement and maintains us. He always managed to pay my school fees in time, but being ill for the last twenty days, he could not pay my fees this month. Tomorrow is the last day of the month and my teacher has informed me that if I do not pay the fees by tomorrow, my name would be struck off the roll. When father could not pay the fees this month, how will he pay the fees along with the re-admission fee? It means that I won't be able to read any further." After finishing her last sentence she again broke down and started weeping.

I gave her money to pay the fees, but that was not all. I brought this case to the notice of the principal who arranged for regular help to her from the students fund.

The Touching Send-off

In the early days of my career as a teacher I was going on transfer from one school to another. I found the girls sad on the eve of my departure and in order to cheer them up I said, "Well, your new teacher has come and I hope you won't lose anything by my absence."

One of them asked "Didi, can you assure that she will do all what you have been doing for us?"

"What is it?" I asked.

"We dared not go to the principal to express our demands. We always approached you and it was you who got it sanctioned on our behalf. If we had to go out, you were our last hope. When no other teacher would agree, you would come to our rescue, take us out, however inconvenient it was to you. We always felt your presence at our back. Shall we get the same from the new teacher?"

I was silent. The new teacher was not known to me and I could not say what she would do or would not do.

I felt sad for the girls, but along with that there was a feeling of joy that I had been able to win the affection of my children.

3

KAILAS CHANDRA KAR

WITH THE MARCH of time there are variations in ideas and ideals resulting in a reassessment of values and changes in the ways of life. The new social order with its peculiar demands is fraught with various problems. One of the most significant among them belongs to the field of education and relates to conditions governing the conduct of pupils, particularly in urban areas. Here is an account of my experience of and attitude towards my pupils under prevailing circumstances.

Parents' Apathy

The life of the people of this town of Shillong is, by the very nature of it, a busy one. Barring a few persons, they are generally too engrossed in their work-a-day life to spare any time for their children's education and proper upbringing. As a result, many of the pupils reading in a Day School like mine are left free to do as they like after school hours. There is nothing to prevent the refractory ones among them from being carried away by emotional gusts raised by agitators or from falling easy victims to some vicious allurements with which they are surrounded now-a-days.

Evidently, these boys are not fully to be blamed for this. Circumstances compel them to be so. Like seedlings without any protective fence, they are subject to the

onslaughts of animalities of diverse kinds leading to frustration in line, if not to total destruction. With proper care and attention on the part of parents, the predominant instincts with which they are born could be sublimated to a considerable extent. Given proper scope for healthy and joyous activities like games and sports, their vicious tendencies could be canalised to serve useful purposes. But, as already stated, their parents and guardians are mostly indifferent and in a hill station like Shillong, it is not possible to provide playgrounds for all. Joy is the elixir of life. So if for lack of proper environmental conditions, the desire of these impulsive boys for enjoyment is diverted to unhealthy channels, they deserve our active sympathy and are not to be condemned as totally lost. To effect an improvement in this state of things so far as my school is concerned, I am exerting my best within the limitations I have to work under.

Home-School Link

The pupils pass most of their time away from school. So the five hours' training received by the refractory ones at school, is practically nullified during their nineteen hours' stay outside it. In order to obviate this neutralization of school training, I am making attempts to persuade the guardians to look upon the home as an extension of the school so far as their wards are concerned, and also the teachers to regard the school as an extension of the pupil's home. Meetings of guardians are arranged and occasionally letters are sent to them to explain the necessity of maintaining a continuity between the attitudes of the pupil's home and school life. Again, teachers are urged upon to establish a sequence between the pupil's school and home life. These endeavours are calculated to curb the latitude of the pupil's home with a bit of discipline, on the one hand, and to relieve the sternness of his school by tincturing it with some amount of love and sympathy, on the other.

The Three Measures

Three other steps have proved to be generally helpful in the matter of controlling refractory pupils. The *first* is the system of giving impression marks based not only on the pupil's progress in studies, but also on his regularity, diligence and conduct. It is a known fact that at present the general body of students evince no interest for anything in the school programme that has no connection with their examination. So, in order to compel them to be serious about it, twenty marks in each paper are set apart for this purpose and the score of each pupil out of twenty during the term is added to the marks secured by him out of eighty in the examination to make up his total credit out of one hundred. As a result, the pupils, even the refractory ones, are very keen about their score of impression marks. The *second* is the rigid enforcement of the Captain's Book system. The number of boys present according to the attendance register is entered into the Captain's Book by the Class Captain and it is checked and initialled by the teachers every period. Consequently, truancy on the part of boys marked present has disappeared. The *third* is the practice of reporting cases of irregular attendance to the guardians of the pupils concerned at the end of each month. Delinquent children are prone to play truant and this practice of informing the guardians has proved an effective check in this regard.

So far as punishment as a corrective measure is concerned, my experience with pupils has confirmed me on the point that in order to make it really remedial, the future of the boy rather than his past has to be kept in view. This attitude on the part of the teacher tends to make the punishment less severe but more effective by relating it to the circumstances of the case.

4

BAIDYANATH RATH

In April, 1936, the province of Orissa was newly formed and soon after, the baby province started institutions like the Provincial Red Cross Association and the St. John Ambulance. The Director of Public Instruction, Orissa, also rose to the occasion and requested the educational institutions to start Junior Red Cross groups.

Junior Red Cross Group Activated

In July, 1937, I was posted as the Headmaster of the Higher Elementary Training School, Bhanjanagar. Soon after assuming charge of the school I set to think of suitable reorientation of the training school curriculum with special emphasis on the extra-curricular activities. A couple of months earlier a Junior Red Cross Group had been formally set up with a few pupil-teachers as members and an assistant teacher as the counsellor. But I found the body inactive. I at once set to work to rejuvinate the group. To begin with I explained the aims and objectives of the group in a meeting of the teachers and the pupil-teachers of the school. With better awareness of the aims of the Red Cross Group, more and more pupil-teachers came forward for enrolment. Besides weekly programmes of work within the school premises, we drew up a monthly programme of visiting the neighbouring villages and educating the villagers in community hygiene, corporate life and village uplift as a humble beginning. Most of the villages in Orissa were unclean owing to extreme poverty, conjested living and ignorance of the tenets of community hygiene.

"Kulada Gada" on the Out-door Programme

In the month of November, the same year, we had our first outdoor programme. We selected for the purpose "Kulada Gada", a pretty big village of nearly five hundred houses. It was the capital town of the independent Bhanja Kings of Ghumsur. The main road is wide enough for the traditional crowded journey of the Jagannath Temple car. The festival reminds the visitor of the once opulent and glorious princely States of Orissa, but what a sad spectacle does it present these days!

It will not be out of place to include here a brief history of the fall of "Kulada Gada", the ancient capital of Ghumsur and the rise of Russelkonda in its immediate vicinity. In the first quarter of the nineteenth century, the East India Company after their sweeping conquest of the coastal districts of Orissa and Madras, sent detachments of their army into the interior to subjugate the large number of princely States existing in or about the Eastern Ghats. One such detachment under the British Sergeant Russel laid siege to the 'Kulada Fort' and after the conquest of the Kingdom hoisted the Union Jack on a small hill having a hamlet on one of its sides and a small stream running by. The army of occupation remained there for about a quarter of a century, consolidated its hold on the annexed territory and established civil administration. The place gradually grew into a rural town and became the sub-divisional head-quarters of a new sub-division of the Ganjam District. After the name of Russel and in memory of the hill on which the Union Jack was hoisted as a sign of victory, the village was named Russelkonda (Konda in Telugu means a hill and the army consisted of Telugu speaking soldiers from the South). Kulada Gada was, thereafter, left neglected. Many residents of the capital fled into the interior but those who stayed maintained the noble traditions of the ancient capital.

The Filthy Spectacle

Early one Sunday morning we, all the eighty pupil-teachers, peons and two hostel cooks, started for the place and reached there by about 6.30 a.m. The main street, though wide, presented a shabby spectacle with heaps of rubbish, manure pits, rank

vegetation and pools of filthy and sewage water on both sides. There were signs of drains on both the sides of the road but they had partially filled up during the rains. Here and there, there were pits and water accumulated during the rainy season had not dried up. Rubbish thrown into them had been rotting and emitting stinking smell and they were the veritable breeding grounds for mosquitoes and malaria. These seed-beds of malaria were purely man-made because there were picturesque hills on the background, a pretty wide stream on the fore and the roads had slopes from the hill-side to the stream. There could have been no accumulation of water anywhere in the village even in the rainy season, except for the ignorance of the people and their easy going habits.

The Campaign Begun

With the cooperation of the teachers of the local primary school, we collected a few spades, brooms and baskets, and set to work immediately, dug out earth from the drains and filled the pits and the pools of sewage water with it. The drains were dug out right up to the ends of the streets to allow free flow of rain water. We uprooted all the rank vegetation, piled it up with the rubbish heaps and set fire to it. After the fire had burnt out, we carried the ashes and spread it thickly on the manure pits to prevent flies and mosquitoes breeding in them.

There was a drinking water well by the side of the main road. The well had a lining of cut-stones on its walls and a fairly wide cut-stone pavement round about its mouth. Unfortunately, close to the stone pavement, there was a '*Champak*' tree with its branches overhanging the well. Its leaves had been falling and rotting in the water below. One of the pupil-teachers went down into the well and collected all the rotting leaves into a bucket. Two others cleaned the weeds and rank vegetation. A few others bailed out buckets of water to free the well of the remnants of the rotten leaves.

Villagers Inspired

Most of the villagers had, by now, gathered round about our pupil-teachers at work and while some stood as silent spectators, many others volunteered to work with us. They cleaned their front yards and carried the rubbish to the nearest fire. Even widows who lived single came out with brooms and baskets and swept their front yards clean. By about mid-day the streets presented a pleasing appearance and the people wondered why we, from a distance of four and half miles, chose to do that kind of work in their village. We explained to them the objects of our mission and invited them to gather in the evening at the upper primary school so that we could further explain to them the dangers of living in filthy surroundings. The school building was a long hall capable of accommodating about two hundred people and the villagers, young and old, gathered there. By the time we set the magic lantern to work, the hall was nearly packed. We projected the pictures on a screen mounted on the walls at one end. We had four sets of slides on 'Model Sanitary Village', 'Malaria', 'Cholera' and 'Small-Pox' and as we mounted them on the lantern we explained the pictures one by one and the villagers appeared to have been greatly impressed by the show. At the end of the show, we had a general lecture on the subject with special emphasis on the kind of work done by us in the forenoon and we requested the villagers to keep up the spirit of self-help and social service by similar community projects every now and then.

A Tradition Established

After a full day's busy programme we returned to Russel konda by about midnight. The news of our activities in this village gradually reached other neighbouring villages and our Red Cross Group gradually received invitations from many villages with offers of active cooperation in its work. We continued our monthly programmes unabated till it became a tradition for the school. The institution of the Junior Red Cross, thus, proved a great success for the school and several batches of pupil-teachers had very useful training under it.

The Teacher's Methods Down the Ages

S. SHUKLA

THE HISTORY of teaching methods in our country reflects the broader and deeper social and political changes which our country has undergone. Nevertheless, there is, as was only to be expected, a certain continuity to be observed. For with each new social situation, the desired *ideal* concept of the teacher's task may undergo a change. But it remains institutionalised within the same institutions. The *ethic,* the *morale* and the *regime* of the institutions survive the external conditions that gave birth to it. The teacher's self-image remains relatively unaltered. Even when his image of himself, his concept of his role and task has altered on a cognitive-intellectual plane, his active-affective attributes, his modes of reactions to situations, his most preferred or easily adopted techniques of mastery of these situations, into which he slips notwithstanding his altered consciousness, fail to change immediately. The response of the teacher's methods to socio-political change is, thus, characterised by a lag not uncomparable to the more widely known phenomenon of cultural lag. (May we call it educational lag!)

There are even more effective and pervasive influences in the same direction, consisting of the expectations of parents, pupils and outer society who do not always succeed in altering their ideal image of the teacher even when such a change has been necessitated. So even the teacher's or the school system's effort to respond to social change and to initiate corresponding educational change do not always meet with complete success.

There are, of course, also situations in which educational inertia is broken and the educational lag minimised as a result of some very fundamental social changes or of a very rapid pace of change. Educational change is also facilitated when it has been the conscious object of the leaders of social change or when there is wholesale rejection of the older educational institutions or wholesale recruitment of new social classes with different educational experiences or urges (or lack of them) as teachers and pupils. As, however, there is little possibility of doing away with an old intelligentsia or intellectual *elite* altogether, even the most thorough-going educational revolutions incorporate within themselves certain crucial elements of the older educational tradition.

The history of teaching methods in our country illustrates these propositions. Ours is a case where fundamental and rapid social change in aspects having a bearing on educational methods has been relatively negligible.

Pre-modern Period

Early accounts mention mainly the priestly schools of the *brahmans.* "The first duty of the student was to learn by heart the particular Veda of his school. This he did by repeating it after his teacher until perfect accuracy was secured. The method

was entirely oral and it was not till much later times that writing was introduced. He would receive a great deal of instruction regarding his duties as a priest...and also explanations of the meaning of the hymns and ritual acts".[1] Notwithstanding much later development and change in the *brahmanical* system of instruction, and the later development of Buddhist education, this essentially oral method accompanied by a strong accent on pupil following teacher has continued to be a strong element in the Indian educational tradition. The later development of *gurukulas* in which pupil stayed with teacher and was educated not only into the formal learning of the texts and ideas he studied but also into specified ways of behaving, dealing with elders, equals etc. has merely carried the essentially teacher-dominated character of schooling into more spheres of the pupil's life.

This persistence of the educational methods of early periods is to be understood not merely in terms of the tendency towards inertia (persistence) of educational method which we saw earlier but also in terms of elements of contemporary Indian society. Despite the development and growth of Sanskrit as a written and highly developed language the oral tradition in Indian culture remained a dominant one as wide sections of the people remained unaffected by Sanskrit. As a recent scholar has pointed out, education at this time performed the functions of preparing the child for transition from family into society and of providing the technical skills necessary for his calling in life (whether priestly or kingly) quite well. "But after a certain stage in history the Indian tradition appears to have side-tracked the third factor, that of encouraging intellectual curiosity".[2]

(1) Keay : Indian Education in Ancient and Later Times (pp 7-8)

(2) Romilla Thapar. "Indian Intellectual Traditions —the Early Background". (The mimeographed paper to study-conference *The Context of Education in Developing Societies* at the Central Institute of Education, March, 1963—to be published.)

In fact, these features are based mainly on a study of accounts relating to the *brahmanical* learning in Sanskrit and ignore the occupational training provided in families or guilds for industry, agriculture or trade-callings which *Manu* (second century A.D.) and *Modatithi* (9th century A.D.) considered *low*. The reason for the methods of Indian teacher being discouraging *vis-a-vis* curiosity, challenge to authority and similar traits can, perhaps, be found in the fact that the subjects of his concern bypassed the techniques of material production of their time and thus did not lead in the direction of sustained technical advance or scientific enquiry.

The *madarssas* of the *maulavi* in the Muslim period and the Persian school which taught poetry, correspondence, forms of address and conversation were not entirely dissimilar in their methods. Good conduct was emphasised. Memory was important in the *maktab,* the first school to which every Muslim went for learning first verses of *Quran* by heart, to learn to pronounce it well irrespective of whether the meaning was understood. The teaching of Khusro's *Khaliq bari* which taught words and their meanings was, again, first *bemani* (learning to recite without comprehension) and then *bamani* (understanding the meaning of it). The *maulavi Sahib* would, of course, use the method of exposition by himself unaided by much questioning or answering from pupils. These meanings would, again be remembered and, of course, be understood. In the *madarssa i.e.* the college in Arabic as also in the *tols* and *pathshalas* of Sanskrit learning room for discussions existed. But memory played an important part here, too.

To characterise the main methods of teaching as being based on memorisation and following the teacher is not to state that there was no room for genuine enquiry and development of curiosity in Indian tradition. For, were it so, no original thinkers, no revolutions in thought such that led by Sankaracharya, to give one example, would even have come about. Nevertheless, taken

as a whole, teaching in pre-modern India was based on memorisation and acceptance of the teacher's authority not only in discipline but in intellect.

Modern Period

Nearer our own times, reports such those of Adam in respect of Bengal and of early British administrators in other parts of the country, too, give us a picture of the teacher's methods. In the common schools where writing, reading accounts etc. were learnt by traders' sons and other connected with the giving and receiving of land revenue we find :

> "A month or even two are usually devoted to the ceremony of tracing the letters *shree ganeshaynumuhu;* after this the letters of the alphabet, and the *barakaree* or twelve combinations of consonants with vowels, and the figures which are learnt as far as hundred; certain small portions written and their powers learnt from the instructor...they then proceed to multiplication tables as far as 10 times 20...the children are said to have got through the *dhoolukshur* or dust writing... they never alternate their studies but write on paper in the morning and in the evening write arithmetic on their sandboards"[3].

The teacher did not, in fact do the whole job of teaching; for after two or three years in school most children would learn more of their specific systems of accounting or correspondence in the job or trade of their parents or other elder relatives.

In many parts of India, the teachers had evolved the ingenious monitorial system of instruction whereby a few pupils who had learnt better than their fellows used to supervise the learning of their fellows. This system was, indeed, quite susceptible to very mechanical concepts of what teaching or learning is. It fitted in ideally with memorisation as the main method. In fact, it appealed greatly to two English missionaries in India, Bell and Lancaster who took it back with them to England and used in developing the widespread system of Sunday Schools and mass education run by two rival Evangelical societies in early nineteenth century.

With the introduction of English medium in secondary and higher education after Macaulay's minute in 1835 and, to a much greater extent, after Wood's educational despatch, the major innovation in educational methods appears to have been the introduction of the class system. In secondary schools and colleges obviously students were graded by their achievement in the subjects taught and were promoted from lower to higher classes after completion of the work of one class. This was not known in the older Sanskrit or vernacular schools, where each pupil proceeded at his own rate in some parts of the programme, but was put together with all the others by the teacher irrespective of how far advanced the different members of the class were. But now it became a major point of educational reform which school inspectors sought to promote through rewards, payments-by-results etc. But aside from this, the authoritarian, teacher and memory dominated methods of instruction persisted or even spread further. These were encouraged by the system of oral examination by inspectors and payments-by-results at the lower levels and by written external examinations at higher ones. But quite apart from the educational mechanism which supported it, it appears both, the previous Indian intellectual and social tradition, and the authoritarian (bureaucratic) society of foreign rule which the British organised, were inclined to encourage attitudes and methods of following the line laid down from above rather than of critical enquiry and disputation. Thus the methods of even modern formal education tended to remain opposed to science, individualism and democracy, even

(3) R. V. Parulekar : *Indigenous Education in Bombay 1820—30* (*pp. 7-8*)

while the content of the ideas taught in the institutions of higher learning were in these directions.

Towards later nineteenth century a feeble effort was initiated mainly from the Department of Agriculture of the Government of India to attempt the introduction of object methods, training in observation, skills of drawing and manipulation in primary school curricula. The idea behind this move was that both agriculture and native arts and crafts, on the one hand, and such modern industry as might be expected to develop—and all of these were seen to be solutions to the deep crisis of Indian economy particularly agriculture, signified by the famines—would require a peasant or labour force strong in these respect. But the proposals for reform fell through on grounds, ostensibly, of inability of teachers to adopt these methods and paucity of finance to train them. Presumably, there were deeper social and economic reasons. The social classes which formed the clientele of the schools, were not receptive to either these methods or the ideas that lay behind them. The prestige structure built up by education and official employment led away from them. And, in any case, even government policy and leadership in the economic field did not lead to the economic objectives to which the new teaching methods were geared. The efforts of this period find mention in Curzon's Indian Educational Policy Resolution of 1904. The same methods and curricula were presented in an altogether revolutionary framework through Gandhiji's Basic scheme of education. They have also met with similar resistance. And, of course, with each year of the existence of an educational system, the inertia of the educational system and its methods becomes more formidable. The book and memorisation continue to remain ever more strongly associated with the teacher and his methods. The movements from politics and economy calling for change in educational technique continue to contend with established pedagogic tradition.

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Roundup of activities Ministry of education

MID-PLAN APPRAISAL

A Conference of State Education Secretaries was held at Vigyan Bhavan, New Delhi from June 27—29, 1963 under the chairmanship of the Education Secretary, Shri P. N. Kirpal for the Mid-Plan appraisal of the achievements and shortfalls in the Third Five Year Plan with a view to determining whether any changes in the existing targets were called for. The main recommendations/observations of the Conference are given below :

Elementary and Basic Education

The review of the progress of programmes in elementary education in the Third Five Year Plan disclosed the following main features to which particular attention needs to be given :

A powerful urge for education has been awakened in the country. There was no longer any ground for the apprehension which was expressed in the Third Five Year Plan that the expansion in enrolment might be handicapped by lack of parental response.

In the first three years of the Third Five Year Plan, 100 lakh additional children would have been brought into schools. This rate of expansion would not only be maintained through the remaining two years of the Plan but can even be stepped up.

Classes were becoming over-crowded and the teacher-pupil ratio had already far exceeded the limit at which efficient instruction could be ensured. Additional teachers and classroom space were urgently required.

The inadequate financial allocations had already compelled some of the States to stop appointment of additional teachers. The crucial need, therefore, was for allocation of financial resources which would be adequate to match the expanding enrolment.

The total allocation for elementary education in the Third Five Year Plan was Rs. 191 crores. Out of this, the total expenditure incurred so far had been Rs. 20 crores in 1961-62 and Rs. 28 crores during 1962-63 while the anticipated expenditure during 1963-64 was Rs. 32 crores. It was essential to increase this year's allocation by at least Rs. 4 crores. During 1964-65 and 1965-66, the allocation to primary education would have to be not less than Rs. 52 crores and Rs. 65 crores respectively. The total expenditure on elementary education during the Third Five Year Plan would thus be Rs. 201 crores—the additional of Rs. 10 crores being essential for two purposes (a) to cope with the higher level of enrolment which seems inevitable, and (b) to take preliminary measures for the implementation of the Fourth Plan, and in particular to prepare for a shift to emphasis on quality.

REMOVING THE DISPARITIES

One of the objectives of the programme of universal elementary education was to even out disparities in the levels of education opportunities available in different

parts of the country. This was not likely to be effected in the Third Plan. Even if the Plan were to be implemented according to the original schedule, the gap between the advanced and the less advanced States would continue during the Third Plan. At the beginning of the Third Plan 60.13 per cent of the non-attending children in the age-group 6-11 belonged to the six less advanced States of Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh. At the end of the Third Plan, 67.48 per cent of these children would still be in the same States. About 29 per cent of the non-attending children in the country as a whole would be in Uttar Pradesh. For removing the disparities it was essential to provide special financial assistance to the less advanced States to enable them to clear their backlog.

LEGISLATION

Legislation for compulsory education had been passed by a few States. It was desirable to expedite this and to have laws for compulsory education in all States before the end of the Plan.

Legislation regarding transfer of administration of elementary education to Panchayati Raj Institutions was at various stages of implementation. It would be helpful if an all-India study of the problem were made at an early date for the guidance of States.

TEACHER TRAINING

The schemes of teacher training which were included in the Centrally sponsored sector during the Second Plan were transferred to the State sector in the Third Plan. The progress had been impeded by the pressure on limited resources. The desirability of retaining teacher training in the Centrally sponsored sector would have to be examined.

IMPROVING THE REMUNERATION OF PRIMARY TEACHERS

The Plan records considerable progress in improving the remuneration and old age provision for primary teachers. At the end of the Second Plan, there were major differences in the dearness allowances paid to primary teachers and other government servants in five States. Three of these States had remedied the situation and the remaining two were examining it. A sum of not less than Rs. 26 crores was expected to be spent on improvement of salaries of teachers. Several States had also adopted better old age provision for teachers either by providing a pension or by providing the triple benefit scheme.

BASIC EDUCATION

Programmes of Basic education had not been going on satisfactorily. Under the pressure of other demands, funds allocated for Basic education had not become available to it.

SCHOOL BUILDINGS

The problem of school buildings was rapidly becoming more and more acute, since there was hardly any provision for proper maintenance of existing buildings. The funds provided for the construction of new buildings were also inadequate.

QUALITY OF EDUCATION

There was general concern about the neglect of the qualitative aspects of elementary education. This situation was fraught with greater danger. It was felt that in the determination of priorities and allocation of resources, due attention needed to be given to improving the quality of education.

Secondary Education

The appraisal of the Third Plan programmes of secondary education disclosed that quantitative targets of increase in enrolment of pupils of 14-17 age-group had already been reached in most States during the first three years of the Plan and would thus be substantially exceeded by the end of the Plan. In fact the pressing demands for starting new secondary schools and for increasing enrolment in existing schools, were found to be so irresistible that many

States had already spent in three years the entire amount provided for this purpose in the Plan and also found it necessary to supplement these funds by diversion from provisions for qualitative improvement or from the non-Plan budget. In such a situation, ill-equipped and ill-staffed new secondary schools had also to be established or aided.

IMPROVEMENT OF STANDARDS

In regard to qualitative improvement, efforts made so far had either not succeeded or been found to be much too inadequate to make an impact. In formulating the Plan, high priority was given to the expansion of primary education and it was envisaged that at the secondary level stress would be laid on consolidation through schemes of qualitative improvement. Experience had shown that the rapid pace of quantitative expansion could not be contained and this, apart from resulting in diversion of funds earmarked for qualitative improvement, had resulted in further dilution of the standards of secondary education—admittedly a vital sector in the educational structure.

The Conference, therefore, came to the unanimous conclusion that immediate attention should be paid to the problem of maintaining and improving standards of every type of secondary school.

MEASURES SUGGESTED

Amongst measures needed urgently, mention was made *inter-alia* of (i) improvement in the teaching of science and technical subjects through better workshops, better laboratories and equipment, (ii) attracting and training teachers of requisite calibre, (iii) provision of reasonable standards of accommodation, adequate library facilities etc.

The discussion also led to the conclusion that, if further deterioration in standards was to be prevented and improvement achieved—and this was a "must"—it was inescapable that sizable and adequate funds outside the State Plan-ceilings should be provided immediately and spent on existing secondary schools, whether State-owned or private. It was also considered essential to encourage and aid from these funds selected secondary schools (the immediate target might be 10% of the existing number) and build them up as model institutions.

University and Higher Education

Although there were at present 55 universities and 13 lakhs of students as against 29 universities and 5 lakhs of students in 1951, increase in the number of universities had not kept pace with the increase in the number of students. In spite of paucity of funds, the State Governments had been trying to meet the increasing demand for university education and with the assistance of the University Grants Commission were trying to do everything possible to meet the increased demand for enrolment. Unless additional funds to the tune of Rs. 10 to 13 crores were placed at the disposal of the Commission, the final year of the Plan would be a period of inactivity.

QUALIFIED PERSONNEL

In the university sector also difficulties were experienced regarding the availability of qualified personnel to fill senior posts. To meet this difficulty to some extent the salary scales in universities had been raised by the University Grants Commission and more staff quarters were constructed and travel grants provided as inducements to attract suitable personnel.

MATCHING GRANTS

The discussions disclosed that the question of matching grants sometimes presented a problem. In view of the difficulties experienced by some State Governments in regard to finding matching grants, it was generally agreed that the question of prior consultation between the University Grants Commission and the State Governments before any assistance was given to colleges should be looked into, so that any procedural difficulty or embarrassment to the State Governments or to the Commission could be avoided.

Physical Education and Youth Welfare Programmes

The programmes under this head were proceeding satisfactorily. The integrated programme of physical education and National Discipline Scheme which incorporated the best features of all the character building and body building schemes now prevalent in schools was being introduced throughout the country. The programme of in-service training for physical training instructors was being stepped up but the response would be better if the State Governments would agree to release physical training instructors from schools to receive this training. The States were also requested to extend the coverage of the National Physical Efficiency Drive to include non-school going population.

PLAYING FIELDS

The importance of adequate playing fields and the need for taking better advantage of the qualified coaches trained by the National Coaching Institute at Patiala, was stressed. Emphasis on sports was essential to ensure better physical standards and the foundations for these would have to be laid in schools. It was noted that the physical needs of children should also take into account the necessity for adequate nutrition. The importance of implementing schemes for school health through the Ministry of Education was stressed.

Development and Propagation of Hindi and Sanskrit

The following points were noted :

(a) The question of giving enhanced Central assistance to voluntary organisations for the propagation of Hindi and Sanskrit in non-Hindi States would be examined further in the Ministry.

(b) The question of assistance from the Centre to strengthen Sanskrit education in Assam "tols" would be further examined.

Scholarships

The Scholarships schemes of the Ministry were briefly discussed, particularly the National Scholarships Scheme, the Merit Scholarships Scheme for the children of teachers and the National Loan Scholarships Scheme. In regard to the first two schemes complaints had been received that students were not being paid their allowances regularly. This was a matter which required the urgent attention of the State Governments.

The following points were noted :

(a) Without additional staff, delays were bound to occur in the disbursement of the scholarships at the State level.

(b) It was necessary to ensure that students who were paid these loans did not default; in case of default, there should be some way of recovering the money.

Social Education

The following points emerged from the discussions held on this item :

(a) The eradication of adult illiteracy was a task of great national importance, even in an emergency, and every effort had to be made to liquidate adult illiteracy as early as possible.

(b) The problem was, however, of immense magnitude since there were about 200 million illiterate men and women in India only in the adult age group 14-45. The finances provided by the Central Government and those which would possibly be made available by the State Governments were very inadequate in relation to the magnitude of the task.

(c) Since State Governments had to give high priority to elementary education, technical education, etc., it would not be possible for

them to provide adequate finances for literacy and social education. It was, therefore, not feasible to increase the tempo of adult literacy and social education work unless 100 per cent assistance, earmarked exclusively for this purpose, over and above the State Plan ceiling were provided by the Centre.

The Conference of State Education Secretaries unanimously and strongly urged that the recommendation of the last State Education Ministers' Conference and of the Central Advisory Board of Education that the whole responsibility for eradication of illiteracy and social education must be taken over by the Education Department had to be immediately implemented in order that standards of achievement be maintained and the programmes create the desired impact.

FOURTH FIVE YEAR PLAN

A Working Group on General Education under the chairmanship of Shri P. N. Kirpal, Education Secretary, for the preparation of the Fourth Five Year Plan has been set up. The following are the terms of reference of the Working Group.

(i) to make a critiical review of the progress of the programmes and schemes in the Third Plan period;

(ii) to assess, in the light of the current trends and other available data, the position likely to be reached at the end of the Third Plan period; and

(iii) to formulate proposals for the Fourth Plan in the perspective, wherever possible, of a 15-year period, 1966-81.

The Working Group held its first meeting on 22nd August, 1963.

EDUCATION AND EMPLOYMENT OPPORTUNITIES

The Union Ministry of Education has set up a Committee to examine the role of education in relation to employment opportunities under the chairmanship of Prof. M. S. Thacker, Member (Education) Planning Commission.

The following are the terms of reference of the Committee:

(i) to examine the trends concerning the output of educated personnel at different levels of education and the relationship of such output with employment opportunities;

(ii) to recommend suitable measures for bringing about a better planning between the output of educated personnel and the pattern of employment;

(iii) to suggest the setting up of any organisational machinery for facilitating the employment of educated personnel.

PRIMARY AND BASIC EDUCATION

Scheme of Establishment of State Institutions of Education for Improvement of Elementary Education.

In order to improve the quality of elementary education, the Government of India has requested each State Government to set up an Institute of Education with 100 per cent central assistance so that it might be in full working order by the beginning of the Fourth Plan. The institutes are expected to give in-service training to inspecting officers and staff of training institutions, conduct studies and investigation, provide extension services, produce literature and thus generally raise the level of teaching standards.

A provision of Rs. 108 lakhs has been made in the Third Plan for this scheme in the Centrally sponsored sector. The scheme consists of three parts (i) Department of teacher-education in the National Institute of Education to conduct orientation course for principals and vice-principals, (ii) Establishment of an Institute of Education in each of the 15 States, and (iii) Extension

Services for training institutions for primary teachers.

Gift of Paper from Australia and Sweden

For the second year in succession, the Government of India has received an offer of 10,000 tons of printing paper as gift from the Government of Australia (2,000 tons) and Sweden (8,000 tons). The Government of India has accepted the offer and allocated the entire amount of gift paper to the State Governments for printing nationalised textbooks. The paper is scheduled to be received by the end of this year.

SECONDARY EDUCATION

Central Schools Scheme

In pursuance of Second Pay Commission's recommendation, the Government of India has formulated a scheme to provide educational facilities to the Defence personnel, children of Central Government employees liable to transfer and other floating population. The scheme envisages establishment, in a phased manner, of about 100 higher secondary schools at some selected places in the country. The schools will be affiliated to the Central Board of Secondary Education (C.B.S.E.) and will follow a common scheme of studies and common media of instruction (Hindi and English). They will generally be residential in character (1/3 of the enrolment to be provided hostel accommodation), embodying the good features of the Public School System without raising the cost of education. The cost including board, lodging and tuition fees, is intended to be approximately Rs. 75 per pupil per month. Boarding expenses of children of Central Government employees drawing not more than Rs. 349 p.m. will be subsidized according to a sliding scale.

The scheme was slightly rephased due to the National Emergency. In the first phase, therefore, 20 Regimental schools in various Cantonment areas have been taken over under the scheme and are being developed as Central Schools with effect from 1-4-1963.

The higher secondary course of the C.B.S.E. has been introduced in all these schools and a common scheme of studies has also been adapted for them. The schools have been provided with post-graduate teachers in all the major subjects of the higher secondary course, and the under-qualified and unsuitable staff have been replaced after screening. It is expected that the schools, when fully developed, would become models in secondary education.

The schools under the scheme are entirely financed by the Central Government, and, during the current financial year, an amount of Rs. 4,15,930, has been sanctioned as grant-in-aid to meet expenditures on salaries of teachers, library books, laboratory equipment etc.

Tibetan Schools Society

A grant of Rs. 2,50,000 has been sanctioned to the Tibetan Schools Society for the education of the Tibetan refugee children.

UNIVERSITY AND HIGHER EDUCATION

Jamia Millia Islamia, New Delhi

Consequent upon the declaration of the Jamia Millia Islamia as an institution deemed as a University for the purposes of the University Grants Commission Act, 1956 (3 of 1956), the Government of India have decided to pay maintenance grants on deficit basis and also development grants on the schemes approved by the University Grants Commission and the Central Government.

Gujarat Vidyapith, Ahmedabad and Kashi Vidyapith, Varanasi

In exercise of the powers conferred by section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, has declared that the Gujarat Vidyapith, Ahmedabad and Kashi Vidyapith, Varanasi which are institutions for

higher education shall be deemed to be 'universities' for the purposes of the said Act. Recognition is limited to certain specified degrees only and will hold good for a period of three years in the first instance.

Committee on Higher Education

On the recommendation of the Informal Consultative Committee of M.P's. on Education, a Committee of the following Members of Parliament was set up to look into the provisions of the Constitution regarding higher education :

1. Shri P. N. Sapru (Chairman)
2. Shri Satya Charan (Member)
3. Shri C. K. Bhattacharya "
4. Shri Amar Nath Vidyalankar "
5. Shri P. Muthiah "
6. Shri P. K. Vasudevan Nair "
7. Shri Sidheshwar Prasad "
8. Shri M. P. Bhargava "

The terms of reference of the Committee are as follows :

(i) To examine the provisions of the Constitution regarding the responsibility of the Central Government in the field of higher education with a view to finding out the extent to which the Centre could assume greater responsibility in this field; and

(ii) to suggest appropriate steps to be taken for the purpose.

The Committee has held two meetings so far and has prepared a questionnaire which has been issued to State governments, universities, and prominent educationists and legal experts.

Low-priced Re-publication of Foreign Educational Standard Works and Books of Reference

One more book, *viz* "Elementary Biochemistry" by Edwin T. Mertz, has since been brought out under the scheme for low-priced republication of standard American Educational Works.

The book is priced Rs. 10 as against the original American price of Rs. 27.50.

This brings the total number of books republished under the scheme to 21.

New Courses in Rural Institutes

The Two-year Certificate Course in Agricultural Science has been started at Vidya Bhavan Rural Institute, Udaipur.

A concurrent course of general education and teachers' training of three years' duration has been started at Shri Mouni Vidyapeeth Rural Institute, Gargoti, as a pilot project, for producing better teachers for secondary schools in rural areas. The course has been recognised by the Government of Maharashtra as equivalent to B.A., B.T.

New Rural Institutes

Two new Rural Institutes, one at Thavanur in Kerala and the other at Kasturba Seva Gram, Indore (Madhya Pradesh) have been started, bringing the total number of Rural Institutes established so far to 15.

University Grants Commission on Rural Higher Education

The University Grants Commission has appointed a fact-finding committee with the following terms of reference :

(i) To go into the organisation, standard, scope and contents of the education imparted by the Rural Institutes;

(ii) To consider the lines best suited to the development of the Rural Institutes, in order to achieve the aims and objects of the Rural Higher Education, as recommended by the University Education Commission in 1948-49 consistent with the country's needs and the present circumstances.

Publications

The Union Ministry of Education brought out nine publications during the quarter July-September, 1963. Of these, *"Concept of Social Education"* and *"Educational Activities of the Government of India"* may interest our readers.

PROPAGATION AND DEVELOPMENT OF HINDI AND SANSKRIT

Inspection of Hindi Teachers Training Colleges

A Committee has been set up, on the recommendation of the Hindi Shiksha Samiti, to look into the running of the existing Hindi teachers training colleges and to recommend improvements. The Committee has so far visited the colleges in Andhra Pradesh and Mysore.

Grants to Voluntary Organisations

Grants amounting to Rs. 1,27,909 were paid during the period May-July, 1963 to 12 voluntary organisations for the propagation and development of Hindi. Rs. 5,893 were granted to three voluntary organisations for promotion of Sanskrit.

Evolution of Scientific Terminology

Under the auspices of the Commission for Scientific and Technical Terminology, special meetings of the Expert Advisory Committees on Medicine and Agriculture were held at Mussoorie from 9th May, 1963 to 8th June, 1963. The Medicine Committee finalised 12,000 terms while the number of terms finalised by the Agriculture Committee was 2,350.

Two meetings of the Commission for Scientific and Technical Terminology were held during the period May-July, 1963. Various aspects of work of Scientific and Technical Terminology with which the Commission is concerned were considered in these meetings.

SCHOLARSHIPS

Selection for the following Scholarships Scheme/Awards were made :

1. Foreign Languages Scholarships Scheme, 1963-64.
2. Austrian Government Scholarships, 1963-64.
3. French Government Scholarships for Specialised Training, 1963-64.
4. German Academic Exchange Service (West Germany) Scholarships, 1963-64.
5. Institute for the Study of Economic Development (Naples), Scholarships, 1963-64.
6. Peoples' Friendship (Patrice Lumumba) University, Moscow, Scholarships, 1963-64.
7. Universitaire de Hautes Etudes Institute, Geneva, Fellowship, 1963-64.
8. Unesco-Hungarian Academy of Sciences, Budapest—Seminar in Probability Theory, Mathematical Studies and their Application—Offer of Fellowships, 1963-64.
9. Cultural Cooperation between India and the U.S.S.R.—U.S.S.R. Government Scholarships, 1963-64.
10. Programme for Exchange of Scholars between India and Ceylon —Ceylon Government Scholarships, 1963-64.
11. Cultural Programme between India and U.A.R.—U.A.R. Government Scholarships, 1963-64.
12. Programme for Exchange of Scholars between India and Yogoslavia—Yugoslavian Government Scholarships, 1963-64.

SOCIAL EDUCATION

First Meeting of the Regional Coordination Committee of the Unesco for the Reading Materials Project

The meeting was held at Vigyan Bhavan, New Delhi from 29-8-1963 to 31-8-1963. Besides India, delegates from six countries *viz.* Afghanistan, Ceylon, Iran, Nepal Pakistan, Thailand, and two Unesco officials attended the meeting. India played host.

Among other matters the Committee considered the activities of the Reading Materials Project for 1963-64 and formulated proposals for 1965-66 for consideration of the Director General of Unesco.

Training of Teachers for the Blind

The Government of India have drawn up a scheme for the training of teachers of the blind on regional basis. This scheme is being implemented in collaboration with the UNICEF.

Under the scheme it is proposed to set up four training centres for the training of teachers of the blind at Bombay, Palayamkottai (Madras), Calcutta and Dehra Dun. The first Centre at Bombay started functioning from 15th June, 1963. The question of setting up the second Centre at Palayamkottai is under correspondence with the Government of India.

Rehabilitation of the Blind

Shri R. K. Kapoor, Joint Educational Adviser in the Ministry of Education, represented the Government of India at the Second Asian Conference on Work for the Blind held at Kuala Lumpur from the 20th to 31st May, 1963. This Conference was jointly sponsored by the American Foundation for Overseas Blind, New York, the Royal Commonwealth Society for the Blind, London and the World Council for the Welfare of the Blind. The Conference has suggested that the countries in the region should undertake a Five Year Programme for the development of services for the Blind.

NATIONAL ARCHIEVES

Accession

The Department acquired two personal diaries of Gandhiji from the Gandhi Smarak Nidhi and three files of records concerning him, mainly in Gujarati, from the Record Office, Porbandar (Gujarat). Besides, the Department acquired six microfilm rolls of the papers of Lord Dalhousie from Scottish Record Office, Edinburgh, two rolls of Morley Papers, fourteen rolls of Lawrence Papers and fourteen rolls of Curzon papers from the Commonwealth Relations Office, London.

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SECONDARY EDUCATION

"SECONDARY EDUCATION" is a quarterly journal published by the Union Ministry of Education in March, June, September and December each year.

The journal is devoted to the problems faced and the developments and progress made in the field of secondary education in India and abroad.

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education today

Soundness of Higher Secondary Education System

As a result of some press-reports regarding the efficacy of the reorganised pattern of secondary education, the Government has reaffirmed the objectives of the reorganised pattern.

The scheme was introduced on the recommendation of the Secondary Education Commission as endorsed by the Central Advisory Board of Education. The Central Advisory Board of Education examined the working of the scheme in its last two sessions very recently and re-affirmed its original recommendation for the scheme.

All the States which have worked the scheme of higher secondary education on a substantial scale and over a period of time long enough to be able to make an objective assessment, have found that the scheme, when implemented with thoroughness and careful preparation, has not only given beneficial results but has also improved the quality.

The scheme is designed not only to reorganise the structural pattern of secondary education so that a greater measure of uniformity may be secured but primarily to improve the quality of secondary education by providing greater differentiation to suit the varying abilities and interests of secondary school pupils, better qualified teaching staff and higher standards of equipment and instructional aids.

While some States have already converted a substantial number of high schools to the higher secondary pattern, the pace of progress for the country as a whole has been relatively slow and the main reason for this is inadequacy of resources and short supply of trained teachers. The resources allocated in the Third Five Year Plan for secondary education have been subjected to heavy strain in the attempt to provide for new enrolment which is growing at an unprecedented rate.

The Education Secretaries Conference held in June, 1963 emphasised the urgent need for attracting and training teachers of requisite calibre and better provision of laboratories and workshops. Where conversion is undertaken without fulfilling these requisite conditions, it cannot fulfil the purpose for which the scheme was designed and would prove to be of doubtful utility.

The higher secondary school of eleven years' duration, remains as the objective of the reorganised pattern of secondary education.

Cultural Exchanges of Outstanding Artistes

The Union Ministry of Scientific Research and Cultural Affairs has decided to continue its scheme of "Cultural Exchanges of Outstanding Artistes in the fields of instrumental and vocal music and dance, and of outstanding drama troupes of one zone in other zones.

Under the scheme, each State Government inviting an artiste or a troupe will be

eligible to a grant from the Central Government of the actual deficit not exceeding Rs. 4,000 for two performances.

It will be open to the State Government to organise the shows on their own or through any selected cultural organisation in the State.

The inviting State Governments may directly negotiate with the top artistes or a troupe selected for giving performances.

In a circular letter to State Governments, the Union Ministry of Scientific Research and Cultural Affairs has suggested that the venue of the performances may be changed every year so that people of different cities may have a chance to witness the performances of outstanding artistes at reasonable rates.

It has also been suggested that, whenever possible one of the two programmes may be arranged in rural areas or semi-urban areas.

Correspondence Courses

The Pro-Vice-Chancellor of Delhi University, Dr. B. N. Ganguly, told a gathering of about 350 students of the correspondence course "not to regard this system of education as the second best".

Dr. Ganguly was inaugurating the "Personal Contact Week" organised by the Directorate of Correspondence Courses, to enable students to meet their teachers and discuss their problems with them. More than 150 students from outside Delhi participated.

The system of correspondence course, Dr. Ganguly said, was a special type of education meant for a special type of people. It was particularly meant for those who did not have access to higher education because of various reasons, not necessarily financial.

The success of this system, Dr. Ganguly pointed out, depended on cooperation between the student and the tutor. Contact under this system was sometimes more personal than was possible in overcrowded day colleges, he said.

MADHYA PRADESH

Government Sets Up Three Planning Boards

The Madhya Pradesh Government has decided to appoint a planning board for each of the three new universities proposed to be set up at Indore, Gwalior, and Raipur.

The Boards will take all preliminary steps, keeping in view the needs of the regions to be covered by these universities, which are scheduled to come into existence during the academic session of 1964-65.

Shri Vivekranjan Sen, Vice-Chancellor of Jabalpur University, Shri Kunjilal Dubey, Speaker of the M.P. Assembly and Shri G. P. Bhatt, Vice-Chancellor of Saugar University will head the Planning Boards of Indore, Gwalior and Raipur Universities respectively.

MADRAS

Thacker Deplores Compartmentalised view of Education

Dr. M. S. Thacker, Member, Planning Commission, delivering the Convocation address of Madras University on August 28, 1963, called for a judicious blending in the teaching of humanities and sciences in our schools and universities. He suggested the introduction of diversified courses in universities and a system of junior colleges to meet the increasing demand for higher education.

Dealing with the intricate problem besetting the pattern of education today, he said that there was a dangerous tendency on the part of those who dealt with education at the policy level, "to view the

system not as a whole but in parts." In India they talked of primary education, secondary education, university education, and technical education, and several commissions had gone into various aspects of each one of these sectors of education, but "there has been no consistent or organised attempt to look at education as a whole to coordinate primary with secondary education and secondary with university education."

The Problem of Numbers

To meet the growing demand for higher training and education, Dr. Thacker suggested that steps should be taken to introduce a large number of different courses in universities to suit the aptitudes of different types of students and have, as in the USA, a system of junior colleges for students who, after the high school stage, could have education for two years in liberal and semi-professional subjects as an intermediate step towards employment or occupational or vocational courses of higher education in the universities. "If the students are promised other avenues of vocational education or learning while they are employed and if they are also assured of attaining the social prestige attached to university education, they may not be keen on joining the existing conservative courses in our universities."

Twofold Task

In the context of the "crisis in education through which we are passing," he said they had a twofold task, namely spreading educational facilities to cover all sections of our society and trying to provide these facilities for an ever-increasing population. While on the one hand they desired to bring all children up to the age of 14 to well-organised institutions with good teachers, buildings, equipment, libraries, playgrounds—all of which appeared to be impossible with their limited resources—on the other, they had started complaining of the larger numbers knocking at the doors of the colleges and universities for admission.

Today they had 55 universities and about 1,700 colleges in India. They had more than 1,400,000 students in universities against 350,000 in 1950 and increase of four times and the trend was that the number would go up still further. For a country of India's size, this was not a large number. On the basis of enrolment in primary, middle and high schools, additional numbers in colleges should be expected and "our educational programmes will have to cope with the problems posed by these expanding numbers."

He emphasised that a heavy burden fell on the teachers in the present context. As the elite of the educated, they should "indicate the guide lines of progress for the country, warn the State against pitfalls and help in the process of planning economic development."

MYSORE

Freeships—Uniform Scheme Introduced

Uniformity has been introduced in Mysore in the award of freeships to students in the arts, science and commerce colleges.

The Mysore Government have accepted a recommendation made by the Director of Collegiate Education to that effect and have ordered the award of freeships on the basis of 15 per cent for boys and 20 per cent for girls of the total strength in each of the arts, science and commerce colleges.

The Government order applies to Government as well as private arts, science and commerce colleges.

WEST BENGAL

Elementary Education

Free and compulsory primary education has been introduced in the villages comprising an area of 7364.12 sq. miles and

also in the two municipalities of Kharda and Jangipur in the district of 24-Parganas and Murshidabad respectively.

Teachers' Training

West Bengal pattern of Basic training comprises full one-year's pre-service training, which is followed by six-months' field work and one-month's Refresher Course. This is a unique pattern in the field of teacher education in this country. The 1961-62 batch from the Post-Graduate Basic Training Colleges were required to undergo a one-month refresher course under this pattern.

Technical Education

In order to meet the increasing needs of technical personnel at the diploma level in various branches of engineering owing to the present emergency, it has been decided to increase the intake of students in all Polytechnics and to adjust the seats in the existing Polytechnics. The present annual intake in the L.C.E., L.M.E. and L.E.E. Courses in each of the State's 15 Polytechnics or Technical Institutes has been raised from 180 to 240 on an average. Further, two-year Technicians' course is being introduced in some of these institutions with an average annual intake of 60 per institution.

PONDICHERRY

Elementary Education

Primary education continues to forge ahead in the State. As against a provision of 50 additional classes and new schools, 46 have already been opened in the quarter under review, with adequate provision for staff and equipment. The construction of additional classrooms in the schools sanctioned for the last year is making swift progress and those sanctioned for the current year are being taken up for execution. One pre-primary school has been sanctioned during the year 1963-64 and the same will be opened in a village mostly inhabited by the fishermen. Ten existing primary schools have been converted into the Basic pattern during the quarter. Provision for workshop buildings has been made for all these schools. 120 candidates have been admitted this year in the first year class of the 2-year training course for teachers in the two teachers' training schools in this State. One primary school has been upgraded into a middle school. More poor children were covered by the midday meals scheme. 15 schools under private management have so far introduced this scheme with the assistance of the Government.

Action is being taken for the construction of ten quarters for women teachers and four sanitary blocks for girls studying in mixed primary and middle schools this year. Special monthly allowance of Rs. 5 will be given to 100 women teachers working in rural areas.

Secondary Education

The pattern of school course in this State has been reorganised from the current academic year onwards into an integrated course of eleven years of secondary education in standard I to XI as against a course of ten years' duration hitherto followed. The entire eleven years course is divided into three stages—5 years of primary education, three years of middle education and three years of secondary education.

University Education

Second year Degree courses (B.A. and B. Sc.) have been opened in the existing Arts College this year and additional staff appointed. Fresh admissions in the College have been completed. One Senior Division N.C.C./N.C.C.(R) and Girls Division will be raised in the College this year. The Physical Director and Directoress of the College have been deputed to undergo pre-Commission training at Madras and Kamptee respectively in connection with the raising of N.C.C. Units.

Technical Education

The conversion of existing school of Arts and Crafts into a Junior Technical School has been deferred by one year owing to paucity of accommodation and other difficulties.

SUPREME COURT HIGHLIGHTS TRUE ROLE OF EDUCATION

The Supreme Court in the case *University of Delhi versus Ram Nath,* recently declared that the work carried on by the University was not an industry under S2(J) of Sec. 25 F. of the Industrial Disputes Act, 1947. The appeal of the University against the Industrial Disputes Tribunal Order to pay retrenchment compensation was accepted by the Supreme Court and the order of the Tribunal set aside.

Justice P. B. Gajendragadkar, who delivered the judgement, remarked : "Education seeks to build up the personality of the pupil by assisting his physical, intellectual, moral and emotional development. To speak of this educational process in terms of industry sounds so completely incongruous that one is not surprised that the Act has deliberately so defined workmen under S2(S) as to exclude teachers from its scope. Under the sense of value recognised both by the traditional and conservative as well as the modern and progressive social outlook, teaching and teachers are, no doubt, assigned a high place of honour and it is obviously necessary and desirable that teaching and teachers should receive the respect that is due to them. A proper sense of values would naturally hold teaching and teachers in high esteem, though power or wealth may not be associated with them. ....The position nevertheless is clear that any problems connected with teachers and their salaries are outside the purview of the Act, and since the teachers form the sole class of employees with whose co-operation education is imparted by educational institutions, their exclusion from the purview of the Act necessarily corroborates the conclusion that education itself is not within its scope".

No Profit Motive

At another place the judgement says: "It is well known that this organisation does not contribute capital of itself in carrying out its work of imparting higher education. It receives grants from the Central Government, from the University Grants Commission, and from charitable donors and charitable institutions. It also receives some income from tuition fees. But then, it seems very difficult to postulate that in the work of imparting education the University of Delhi contributes any capital as such. This work is carried on by the University with the co-operation of all its teachers and it would sound inappropriate to hold that this work is in the nature of a trade or business, or it amounts to rendering of service which can be treated as an industry under the Act. What we have said about the University of Delhi would be equally true about all educational institutions which are founded primarily for the purpose of imparting education".

"It is well known that the University of Delhi and most other educational institutions are not formed or conducted for making profit; no doubt, the absence of profit motive would not take the work of any institution outside S2(J) if the requirements of the said definition are otherwise satisfied. We have referred to the absence of profit motive only to emphasise the fact that the work undertaken by such educational institutions differs from the normal concept of trade or business. Indeed, from a rational point of view it would be regarded as inappropriate to describe education even as a profession. Education in its true aspect is more a mission and a vocation rather than a profession or trade or business, however wide may be the denotation of the two latter words under the Act......because, essentially, the creation of a well-educated, healthy, young generation, imbued with a rational progressive outlook of life, which is the sole aim of

education, cannot at all be compared or assimilated with what may be described as an industrial process. Therefore, we are satisfied that the University of Delhi and Miranda College for Women run by it cannot be regarded as carrying on an industry under S2(J)."

FOREIGN SCENE

Survey of Effect of Television on Adolescents

Dr. W. J. Campbell of the University of Sydney has found that television has not the deleterious effect on adolescents which was feared and forecast before its introduction to Australia.

Pre-television forecasts were that adolescents would spend less time in reading, listening to the wireless, in home study, in attending the cinema and at spectator sports. It was predicted that television would affect family and neighbourhood behaviour and change adolescent attitudes to many things; and it often assumed that these changes would be, at least, undesirable.

Dr. Campbell in his newly published book *Television and the Australian Adolescent* (Angus and Robertson, Sydney) deals with the surveys.

EFFECT ON FAMILY

In the television era, adolescents have devoted more time to reviewing television than to any other single activity. Both boys and girls in the 12-year-old group viewed for between 11 and 12 hours a week; 15-year-old boys viewed for just under nine hours, and 15-year-old girls for just over seven hours.

As might have been expected, television tends to displace those leisure activities which satisfy the same needs but do so less effectively. Percentage losses to these other activities, according to the survey, were :— Other entertainment (concerts, theatre, skating, etc.), 71; miscellaneous ("doing nothing", "mucking about"), 67; films, 64; radio, 54; excursions, 53; household tasks, 30; shopping, 29; other social activities, 27.

The surveys were particularly concerned with the effect of television on common participation by the family—the confiding of adolescents in parents and the acceptance by adolescents of their home standards.

In all these aspects of family behaviour, pre-television values were found to have been strengthened considerably. In 1956 the adolescents tended to give high praise to close family behaviour, and to condemn loose family behaviour.

Education in Technical Age

The World Conference of Organisations of Teaching Professions (W.C.O.T.P.) selected 'Education in Technical Age' as their theme for 1962. A study of this theme was developed and presented to the delegates of the eleventh Assembly of W.C.O.T.P. held in 1962 in Stockholm. This assembly took note of various national reports and passed the following resolution on the theme :

Preamble

The WCOTP believes that an educational programme that meets the needs of every child requires the improvement of the curriculum, the training of competent teachers, the provision of adequate financial resources, and increased cooperation among those members of our society who are responsible for providing this improved educational opportunity.

The world-wide advancement of educational opportunities for the children and youth of every age is a responsibility that must be accepted by members of the teaching profession.

We, therefore, set forth the following principles for the guidance of those who must meet the challenge of educational planning in a technical age.

I

Educational planning in a technical age should serve a double objective :

1. prepare men to carry on the professional and technical activities necessary to earn their living in a contemporary society and to contribute effectively to the general prosperity;

2. strengthen and safeguard the moral and spiritual value and prepare men to live freely and with dignity in a contemporary society in which technology has become one of the major forces shaping the lives of men.

To this end, WCOTP believes that :

(1) it is necessary to maintain a balance in education between the general and the specialized, but the approach to both should be liberal;

(2) it is essential that planning should be carried out in agreement with economic and sociological data, that it should be continually adjusted to the changing conditions of technology, taking into account not only the immediate needs, but also the requirements of the long-term future;

(3) coordination among the levels and branches of education is necessary for rational educational planning;

(4) planning must be carried out in the direction of the democratization of education, offering to each individual the widest opportunities in order to allow him to develop to the maximum his abilities and aptitudes;

(5) while the development of planning may be the responsibility of educational authorities it should be carried out in cooperation with all the public and private bodies concerned, and especially with the teachers' organizations;

(6) planning must be carried out in direct relation to the realities of each country. It is desireable that international organizations give effective assistance to make possible the elaboration and implementation of the planning to countries that need such assistance.

II

The rapid development in technology and the associated radical changes in society demand the continuous re-evaluation and revision of school programmes and curriculum. This is a complex task which can and should be undertaken by the teaching profession having due regard for the needs of the individual and of the society. It is therefore imperative that the members of the teaching profession, both as individuals and as members of their professional organisations, direct their attention to these needs and assume full responsibility for the continuing growth of the curriculum.

The necessity of maintaining a balance in the curriculum must be constantly safeguarded. It is extremely important in this technical age that meeting the needs of the individual child be the primary function of the school. It is particularly important now to ensure that the student with less ability is properly motivated to learn and achieve.

The recent technological developments and discoveries have resulted in a rapid increase in knowledge which is international in character. The school curriculum must take those facts into account and help bridge the barriers of language, prevailing local customs and differing systems of measure and currency.

The school has an important role to play in

(a) helping both parents and children towards a better understanding of the modern way of life,

(b) developing a closer parent-teacher relationship so that each may fully understand the other,

(c) encouraging teachers to widen their knowledge and understanding of society outside the confines of the school so that they become better equipped to teach their pupils about the community in which they will live

and work. To that end, national associations should

—set up joint committees between people in industry, economists, agriculturists, businessmen and teachers, charged with the study and promotion of reciprocal understanding;

—organize lectures, visits to research centres and factories, training programmes in business, etc;

—prepare documentary material which is given wide-spread distribution.

WCOTP urges its member associations to examine the value of introducing teaching about the United Nations and its Agencies into the curricula of schools and training colleges, and if considered of value, to devise ways and means of doing so in such a way as to provide teachers with additional opportunities for promoting ideals of peace, international cooperation and mutual understanding.

Outside the school, too, voluntary service and extra-curricular activities should be developed to inculcate a spirit of cooperation.

III

The eleventh Assembly of Delegates declares :

(1) that it is more than ever essential that parents should realize their responsibilities in the upbringing of their children in order that these children may be helped to adapt themselves to new conditions in society. This responsibility is particularly grave during those periods when parents are out working and their children are not under any supervision. More social workers, specially trained for this purpose, should be provided to deal with such social problems created by developments in a technical age.

(2) that those responsible for mass media should ensure that such media are used to help and not to hinder the education of children and adolescents.

IV

The Assembly of Delegates proposes to the national associations that they study with the authorities concerned of the respective countries, in relation to the training of teachers,

—a continuing adaptation of the teaching of the experimental and human sciences, in particular and psychology of the child and the adolescent;

—an ever-growing appreciation of the pedagogical value of audio-visual aids;

—an open approach towards the economic world and a clear understanding of the developments taking place around him.

In order to obtain in the developing countries a unified professional training of a high level for the teachers of all stages, the Assembly requests

—that WCOTP make representations to Unesco so that all technical aid, whether it be qualified advisers or teachers, or teaching materials are made available to these countries in quantity and with speed;

—that the national member organizations of WCOTP approach their respective governments to arrange bilateral and multilateral agreements with other countries for such assistance.

The Assembly of Delegates recommends to the responsible authorities and to the national associations that they take the measures necessary to assure for all practising teachers the possibilities for further training within the sphere of education and outside the sphere of education.

The Assembly of Delegates recommends to the national associations that they approach the authorities concerned to bring about

—the setting up of special courses and seminars in the teachers training colleges institutes and universities;

—the organisation of correspondence and television courses;

—the distribution on as wide a basis as possible of everything which will permit the enrichment of personal culture so that it does not remain the privilege of the few, but benefits the largest possible number;

—the organisation of seminars which permit women who wish to return to the profession after several years of interruption to bring themselves up to date;

The programmes of these courses and seminars should be adopted to the needs of the different countries and should cover especially.

—information regarding progress in the experimental and human sciences, education and democracy, the problems of education in a technical age, and in particular, the problems of the utilization of leisure, ways and means to promote international understanding.

Unesco Programme Offers Post-Graduate Courses for Scientists from Developing Countries

Universities in the developing countries are in need of science teachers and researchers with the highest qualifications. To help meet this need, Unesco has called for assistance from European universities. Response first came from Uppsala University of Sweden. International seminars and courses were held at the University's Institute of Physics. Following the success of the Swedish experiment, three other countries are now offering similar courses. From October 15, 1963, to May 15, 1964, the Hungarian Academy of Sciences is offering a training course in the probability theory and in statistical mathematics at the Budapest Institute of Mathematics.

Another international course will open on October 17, at the Technological University of Delft for 15 hydraulic engineers. Organized by the Netherlands Universities Foundation for International Cooperation, the course will last until September 11, 1964.

A course and research work in soil science and plant biology will be held in Seville and Granada by the Spanish Council for Scientific Research.

Plans for 1964 include: a refresher course on the fundamentals of nuclear physics organized by Unesco and the International Atomic Energy Agency at a location not yet fixed; a course in geology (crystalline rocks, micro-stratigraphy and petroleum geology) in Vienna; and a course in pedology in Ghent. Negotiations are also under way for courses in experimental biology in Czechoslovakia, in topology and mathematical analysis in Poland, and in chemistry, physics and entomology at the Universities of Karlsruhe and Wurzburg, in Germany.

Universities participating in this programme pay the tuition, travel and living costs of the students. Unesco's contribution is relatively small. At Uppsala, for instance it is limited to $ 3,500 for each course while Sweden contributes about $ 70,000. (*Unesco Features*)

An Appeal for Algiers University Library

More than 600,000 volumes were burnt or badly damaged in the fire which destroyed Algiers University Library in 1962. Many rare books and manuscripts were destroyed, the total losses amounting to nearly 70 million francs (about $14 million).

To help rebuild and re-stock the library, a Committee was formed last December, headed by the Algerian Minister of Education.

The Algerian Government has already earmarked a sum of 5 million francs ($ 1 million) toward reconstructing the buildings, and many organizations and individuals—among them the late Pope John XXIII—have made contributions towards re-stocking the library.

However, the Committee is still far from that target figure needed to complete its task, and it is appealing to all who may be interested to send gifts of money, books or equipment—microfilms, typewriters, etc.—or other materials, to its headquarters, C.I.R.B.U.A., Avenue du Docteur F non. Algiers, Algeria. (*Unesco Features*)

Physical Education for Young Workers Discussed in Prague

The value of sports training for promoting physical fitness in young workers was among topics discussed at an international symposium on physical training held recently at Prague by the Czech National Commission for Unesco in collaboration with the Czechoslovak Union for Physical Education and the Central Trade Union Council. The meeting was attended by 200 participants, 29 of whom came from abroad. (*Unesco Features*)

New Technical College for the Blind in Ethiopia

Three hundred blind students will start courses at the new technical college which has just been completed for them at Sabatta, not far from Addis Ababa in Ethiopia, at the beginning of the next academic year. The college, whose construction was financed by the Haile Selassie I Foundation, has accommodation for 150 resident pupils. (*Unesco Features*)

Higher Education in Iraq

Higher education in Iraq is free for all. All students are offered free textbooks. Students who come from cities other than Baghdad, are offered free lodging, board and medical care.

Higher education in the country is expanding very rapidly and the government is considering the question of opening new colleges in Mosul and Basrah, the two important cities in the north and the south of Iraq.

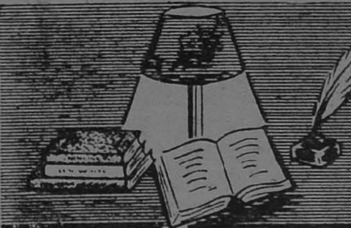
At present fourteen colleges and six institutes make up the University of Baghdad. There are three higher institutes under the direct control and supervision of the Ministry of Education. There is only one private University in the country, Al-Himka University.

Besides the opportunities for higher education offered in the country, the Ministry of Education grants a considerable number of Iraqi students scholarships and financial aids for studies abroad.

OF PROVERBS

"I have made up my mind never to take anything for granted—but even to examine the truth of the commonest proverb"......"Nothing ever becomes real till it is experienced. Even a proverb is no proverb to you till your life has established it."

KEATS



book reviews

"She Who Rides A Peacock"

by

Margaret L. Cormack

Published by Asia Publishing House, Bombay, Price Rs. 12.50

'India's problem is not student indiscipline, corruption, or party politics, it is the deeper problem of social change.' This cryptic remark fairly sums up Dr. Margaret Cormack's reading of the Indian situation with particular reference to higher education in India today. There is so much confusion regarding the educational needs of India and so much has been written and talked about the problems facing the Indian universities regarding student indiscipline, falling standards, overcrowding and the teachers' lot, that another book on the same or allied subject could be one more go at the scapegoat of Indian educational malaise—the modern student. But Dr. Cormack's study of the current problems in terms of the post-independence social change not only underlines the deeper sociological basis of the problem but makes the treatment analytical and scientific. In studying university students, the author has employed the method of questionnaire and personal interview to collect student responses to problems that concern them. Within the limitations of this method Dr. Cormack's interpretation of the Indian youth's awareness and attitude towards the fast developing social change in the wake of "traditional" India becoming "modern" shows a sensitive understanding of the nature of the problem. Born in India and having lived for 21 years in the country, her understanding of the roots of Indian culture is amazingly intimate for a foreigner. It is a book which should interest Indian educators and teachers in training colleges and may stimulate educational thinkers to have a closer look at the problem of higher education in the light of some of her remarks. And this is precisely Dr. Cormack's hope, for, she would like *Sarswati,* the Goddess of learning to dismount the peacock of academic learning, look to India's needs in education and help build India's future leaders on the secure foundation of educational reconstruction. It is a highly readable critique of higher learning in India and might well bring about a refreshing change in the attitude of the elders towards the much maligned younger generation. As such "*She Who Rides a Peacock*" is not just another book on university education. It puts the problem in social perspective. In the Preface, Dr. C.D. Deshmukh describes this as 'somewhat unusual book on a fairly common topic viz., the state of higher education in India.' It is an Asia House Publication, attractively got-up and well documented.

N. K. Chauhan

Introducing General Education

by

S. M. Ziauddin Alavi

Published by Bookland Pr. Ltd.; Price Rs. 5, Pages 112.

The book is a compilation of a few articles contributed by the writer to different

educational magazines. The collection runs into 84 pages, besides an appendix of 28 pages which contains syllabus in general education of some of the universities in India and abroad.

In his work, the writer has presented various aspects of general education and highlighted a number of problems confronting the teachers and administrators of general education. Some of these problems are—the aim, curriculum, methodology, organisation and evaluation of the general education programme.

In this age of technological advancement and specialisation, general education programme may seem to be out of time, but if every person (including the specialist) is to be trained to assume the responsibilities of an intelligent citizen as a 'full human being', general education programme is absolutely essential. Only a small fraction of the student population reaches the stage of specialisation. Again, any specialist, besides being a zoologist or a chemist has to be a father (or a mother), a husband (or a wife) and a citizen; therefore specialisation cannot be the be and all of education. As the writer rightly puts it, general education is 'an education of the student for life in his times and as such an essential supplemented education for earning a living.'

The writer has discussed various possibilities of the general education syllabus. He has dwelt at length if there should be a common syllabus of general education for all students or the science students should be given an additional syllabus in general science or in humanities and students pursuing studies in humanities should have additional syllabus in humanities or in general science under the programme of general education. The writer says that there cannot be the same syllabus in general education for the entire country. It has to vary according to local conditions. There can be uniformity only on guiding principles. Further, there should be no unnecessary overcrowding of the curriculum. From the vast totality of knowledge, elements of general significance may be selected from all the three branches of knowledge, namely, humanities, social science and natural science in order to give to the students a *coherent* picture of the social, political and economic problems as well as of the art, culture and heritage of the country. Just as interests, opportunities and demands of life are not limited to a few subjects, the curriculum of general education should also not be limited and narrow. It should be fairly broad-based.

The writer commends discussion method for imparting general education. He also alludes to the importance of suitable reference material, audio-visual aids, social surveys, service projects and excursions for acquainting the student with social life.

Education programme should test both the achievement and quality of thinking of the students. General education is not synonymous with general knowledge. Therefore, evaluation should not measure knowledge alone, it should also measure ability to think critically, reason logically and arrive at sound conclusions. Knowledge may be tested by objective tests but for measuring other things, observations, interviews, questionnaires etc. would be necessary.

The writer has drawn profusely from the report of the University Education Commission (1948-49), the recommendations of the committees on general education headed by Dr. Bhagwantam, Shri Govindarajulu, and Dr. B. Kuppaswamy, the deliberations of the Conference of Vice-Chancellors, experiments made in the field in the U.S.A., the U.K. and India and has thus tried to present a comprehensive picture of the general education programme. As various articles in the book were intended to be self-contained scripts, there is at times repetition of some of the themes, but the presentation is such that repetition does no prove boring.

K. L. GANDHI

"Stories from Science" (Parts 1 and 2)

by

A. Sutcliffe and A.P.D. Sutcliffe

Published by Cambridge University Press. Price 7s. 6d. each.

The modern trend all over the world is to disseminate various types of knowledge uniformly to as many as possible. Suggestions have been made for imparting at least a rudimentary training of science and arts subjects for the students of humanities and science respectively.

This book is a timely contribution in that it makes an adequate effort for the diffusion of scientific knowledge. It will not be overstatement to say that contemporary literature on the above subject is quite scanty. It is necessary to inculcate a reasonable scientific awakening among the students of humanities.

It is necessary to appreciate the evident hurdles, that an author will have to surmount in order to record a really complete and exhaustive account of science. The varied branches of science have therefore not been tackled by the authors. They have instead concentrated on relevant and interesting chapters from physics and chemistry.

Despite the above shortcoming, the authors have taken meticulous care in judiciously sorting out the relevant and fascinating topics out of a really vast mass. The way of expression and style is simple which has a definite advantage for the beginners. The motive of the authors seems to inculcate a sort of curiosity and general awakening in the students of humanities.

A few significant facts, which form the bright features of the book, must be stated here. First, pertinent literature has carefully been cited, which will encourage and help those who are keen to continue their studies. Secondly, pleasing and simple photographs have been inserted at appropriate places to stress the vital facts of the particular branch. Lastly, the authors have inserted the details of the extracts of the interesting stories slightly separated from the text and in different types; this enables a hurried reader to make a quick study and appraisal of the topic.

The treatment of all the chapters is lucid and the interest of the reader has steadily been maintained. The narration, though seemingly story-like, has all the ingredients of complete technical and scientific data. The authenticity has been carefully drawn out. It is rather difficult to single out any chapter for special mention. However, the reviewer is tempted to point out a few chapters which are quite gripping. Chapter 10 entitled "The Republic Has No Need ot Scientists" deserves special mention. The discovery of some interesting branches of science is definitely based on the chance element and in this connection chapter 11 entitled "Colours by Chance" is singular. Chapter 17 entitled "A Chemist Dreams" is also noteworthy because of the fact that a comparatively complicated branch of organic chemistry has been dealt with in a nice crisp way.

It is quite gratifying to note that the authors have included practically all the revolutionary and interesting classical experiments. Of the chapters in part 2, the following deserve special mention—Archimedes principle of displacment of water (chapter 23), Galileo's tower (chapter 27), vacuum experiments (chapter 31), Franklin's kite (chapter 34), Galvani's frog (chapter 35), X-rays (chapter 39), atom bomb (chapter 41). Again chapter 42 on steam engines shows the steady and confident approach of the authors towards a rather descriptive topic.

The authors deserve special kudos for their excellent treatment, pleasing language, rational approach and above all the simplicity, which makes the book ideally suited to non-scientists.

The reviewer wonders whether it will be out of place to mention a few equally fascinating stories, which the authors have not

taken up. (It is, however, apparent that an exhaustive book on similar type of stories will certainly be a devil's job). To cite a few, the following could also be included—Marconi's wireless, Simpson's chance discovery of chloroform, Laughing Gas, Noor Jehan's discovery of scent from rose flower, Magnetic rock which attracted ships and so on. It is obvious that a clever artist could have drawn interesting diagrams on the above topics.

The technical merits of the book towards the publication side are equally competitive. The general get-up, flawless printing, quality of paper and photographs are excellent. On the whole, this book has all the ingredients of being an effective catalyst to start the so called reaction of the students of arts getting inquisitive about scientific topics.

ARUN K. BHATTACHARYA

The Kunjalis—Admirals of Calicut

by

O. K. Nambiar

Published by Asia Publishing House; Price Rs. 16; Pages 146.

The Portuguese have gone. Two years ago an account was settled. It was an account that had been outstanding for more than 460 years; but now that it has been settled, memories have begun to fade. 460 years of aggression tend to become an incident and our minds turn to more immediate problems, forgetting the horror and the anguish, the pain, violence and fear that was used to establish the first Portuguese foothold on our land. And because all aggressors are very much the same, the lessons of the past are particularly needed now.

From almost the beginning of recorded history, India had been a fabled land of prosperity. Adventurous men had sailed across the seas to establish our pioneers in the lands that fringed the Indian Ocean. In Bali, Ceylon and Cambodia the seeds of Indian culture took root and grew into mighty civilizations, each drawing its character from the land of its adoption, each linked to the other by the indelible stamp of its birth. And plying between these strong saplings of a mighty cultural empire, were the intrepid sailors who gave their name to an ocean that has ever since been called Indian.

As the fame of our great land spread, people from other nations came as traders, lived as settlers and finally merged with the vast people of India and became part of it. Among the first to discover India were Arab sailors. With the monsoons to help them they soon monopolised the rich trade between India and the less civilized nations of the West. They lived in peace in India, unmolested in their way of life, and called themselves Moplahs. They bartered their skill as seamen for the rich trade of the spices. They were at peace.

And then the Indian sea-route was discovered by one of the most aggressive, self-opinionated races of the 15th century. Vasco da Gama, burning with a misguided zeal, cruel, despotic and intolerant, brought the Portuguese flag to the Indian shores.

The West had discovered India. A chapter of Indian history had closed; another had only just begun.

The history of the Portuguese discovery and exploitation of India makes distasteful reading. It is distasteful not only because of the perfidy, treachery, blackmail and almost insane sadism, but because all this was sought to be justified under the excuse of bringing western culture to the heathen. And the most terrible part of this is the undeniable fact that the majority of the Portuguese believed firmly in the righteousness of their cause. Surely this insane racial obsession has only been surpassed by the madness of the Nazis and the so-called Peoples Republic of China.

The advantage, initially, (as it so often is) was with the aggressor. Peaceful and unprepared as the Indians were, the savagery of the Portuguese took them unawares. Seg-

ment by tiny segment, the coastal kingdoms of the south fell to the Portuguese pirates. Thriving on the fear and panic that their voilence inspired, the Portuguese invaders established partial control of Indian waters and extracted a heavy toll. No ships could ply without their authority and even a safe-conduct pass was no guarantee of safety. One quotation from O.K. Nambiar's book is sufficient to illustrate the depths to which these so-called civilized people were prepared to sink to perpetuate their reign of terror :

> "He ordered his men to cut off their hands, ears and noses..... This done, their feet were tied together, and in order to prevent them from untying their cords with their teeth, he ordered his men to strike them on their mouths with their staves and knock their teeth down their throats. They were then put on board, heaped one upon the top of the other, and covered with mats and dry leaves; the sails were then set for the shore and the vessels set on fire."

Vasco da Gama, apparently, had strange talents. The rule of terror, however, never lasts long. In 1,500, the whole of Calicut rose under the Zamorins and their heriditary Moplah admirals, the Kunjalis. For 100 years these intermittent battles raged until the Portuguese were almost swept from the land. But the vacillation of the later Zamorins was largely responsible for the fatal treachery of Kunjali the Fourth. With the loss of the last of these brilliant seamen, Portuguese might reasserted itself, but by now other Europeans had entered the scene, and the great hour of Portugal had passed.

Professor Nambiar has made a very deep study of his subject and very often he shows a definite talent for breathing vivid life into the dry bones of historical facts. While one cannot recommend this book to the casual reader, it would certainly serve as an excellent introduction to a serious study of the Portuguese arrival in India. One does, however, feel that the title is rather misleading; the Kunjalis are by no means the primary concern of this book; they are mentioned merely when the general sweep of historical events throws them into the limelight. This does not detract from the value of the book, but is apt to disappoint one who buys it under the impression that he is investing in a 146 page source book on the Calicut Admirals. "The Portuguese in Calicut" might be a more fitting title.

HUGH GANTZER

On The Threshold of India's Citizenhood

by

Dr. C. D. Deshmukh

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Sermonising is not quite the thing to catch the imagination or hold the attention of the young people today. Yet somehow convocation addresses tend to be just that. Dr. Deshmukh's *On the Threshold of India's Citizenhood*, published by the University Grants Commission, New Delhi, (1962), however manages not only to shake off the didactic odour but even succeeds in submerging it in quiet sallies of unobtrusive humour and homely, down-to-earth wisdom which would not provoke antagonistic responses in young minds. The book under review is thus more than a mere collection of Dr. Deshmukh's convocation addresses delivered between 1958 and 1960 to various universities in the country. It is in fact a compendium of creative thinking on current problems of academic and intellectual life including discussion on such diverse subjects as the synthesis of science and religion in our education, the economic development of India, press in democracy, pre-requisites for successful implementation of the Third Five Year Plan, the role of the Central services in the economic development of the country, administration, university education and a host of other related subjects.

The versatility of the author's mind is matched by a forthright and incisive quality of expression which combines the scholar's profundity with the practicality and the thoroughness of a seasoned administrator. Of course the recurrent theme in the chapters comprising convocation addresses is the urgency of streamlining higher education in the country so as to make it meaningful in the context of the changing patterns of post-independence socio-economic trends and cultural criss-cross. As such the volume should be of interest not only to the student world and the elite among the intellectuals but also to others who may be looking for some suggestions on the building up of the India of tomorrow on a rational foundation.

The title of the book is significant in as much as it catches the Indian situation on the wing and underlines its transitional character with a forward look to its future. The University Grants Commission is to be complimented for making available to the readers a masterly treatment of the burning problems of the day in a handy volume of 392 pages at a price which according to the current standards is extremely reasonable. It is a book to read and ponder over.

R. S. AHLUWALIA

"Oh Sun-God, wherefrom dost thou appear here leaving the departed country to darkness? Where is it twilight now? Here thou blossom the *jesmines*, where do the *tuberoses* bloom now? Where, I wonder, on the other side of the morn, the darkening clouds of the eve fall upon the trees in tender beauty! Here dost thou come to awaken us, whom have thou lulled into sleep there?

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